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ABSTRACT

The 1972 summer conference of the Speech Communication Association explored the relationship between speech communication education and career preparation. The first section of the proceedings consists of addresses that describe and emphasize the career education programs sponsored by the U.S. Office of Education. The second section is a report of summaries of eight forums during which spokesmen from business, industry, and several professions discussed the role of speech communication in career fulfillment; each summary is accompanied by the report of the speech communication educator who presided over the forum. The third section consists of reports from implementation sessions in four areas: junior and senior high schools; community colleges; colleges and universities; and applied and basic research. The final section is focused on a summary of the deliberations and an assessment of their implications to the field of speech communication. (Author/RN)

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CAREER COMMUNICATION: DIRECTIONS FOR THE SEVENTIES

Proceedings of the Speech Communication Association Summer Conference VIII

Edited By
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and
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Speech Communication Association
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PREFACE

The material that follows is the collected Proceedings from the Speech Communication Association's Summer Conference VIII, "Job Talk: Speech Communication and Career Education." It represents the collective efforts of more than two hundred individuals who gathered at the Palmer House, Chicago, Illinois, July 6-8, 1972, to explore the relationship between speech communication education and career preparation.

The Conference, under the leadership of Barbara S. Wood and Kathleen Galvin, was organized in four parts. The first part, the Opening Session, featured an address by Cornelius F. Butler, Deputy Director of the U.S. Office of Education's Career Education Development Task Force. The aim of Dr. Butler's address was to provide for Conference participants a "career education perspective," a conceptual background on which to base subsequent deliberations.

Dr. Butler's address was followed by a sequence of Forum Sessions during which spokesmen from business, industry, and a variety of professions discussed the role of speech communication in career fulfillment. The Forum Sessions were chaired by eight speech communication educators. Their reports, along with the formal comments of the career spokesmen, constitute the second section of this volume.

The third phase of the Conference was designed to involve every Conference participant in developing specific recommendations to the field of speech communication on the basis of Dr. Butler's remarks and Forum Session input. Five Implementation Sessions were organized on the basis of special academic interests: elementary education, junior and senior high school, community colleges, colleges and universities, and basic and applied research. Formal reports emanating from four of the five Implementation Sessions are collected in Section III.

The final phase of the Conference, centered around the Conference luncheon, featured a summary of the deliberations and an assessment of their implications to the field of speech communication. Conference Directors, Wood and Galvin and Frank E. X. Dance, the luncheon speaker, have provided an evaluation of Conference implications in Section IV.

The success of the Conference is attributable to the interest and energy of every Conference participant. Special note is due the members of two SCA bodies sponsoring the Conference, the Educational Policies Board (Barbara S. Wood, Ron R. Allen, Ralph Lane, and Kathleen Galvin) and the Career Education Task Force (Belle Ruth Witkin, Barbara Brilhart, Kathleen Galvin, and Donald Ecroyd); Joel Hamilton who served as Media Coordinator for the Conference; and the twenty-six authors and their colleagues who provided the substance for the reports that follow.

The aim of the Editors was to provide the reader with a sequence of reports reflecting, as closely as possible, the deliberations as they

occurred at the Conference. Some of the reports are, therefore, edited transcripts of speeches and oral reports presented during the Conference. Others are formal statements submitted by the authors. The obvious variety in style and substance is a reflection of the diversity and spontaneity that characterized the Conference.

The Editors are particularly indebted to Miss Kathy Murphy, of the SCA National Office, for her patient, diligent, and cheerful contribution to the preparation of this manuscript.

Patrick C. Kennicott
Speech Communication Association

L. David Schuelke
University of Minnesota, St. Paul

September 28, 1972

PART I: PERSPECTIVE

Educators at all levels are confronted with a major problem: how to equip their students for a world of work that bears little resemblance to the world in which they were raised and for which they were educated.

The problem has been growing for years but educators have only recently acknowledged a keen awareness of it. Among the many reasons for education's new career consciousness is the increased emphasis and money devoted to career education by the U.S. Office of Education under the leadership of Sidney P. Marland, Jr.

The concept of career education is explored in this section from three points of view. Commissioner Marland provides a cogent rationale for Federal career education programs in a speech to vocational educators. Kathleen Galvin and John Muchmore draw implications from the Office of Education's career education emphasis for speech communication educators. We close the section with a more detailed description of the Office of Education's career education programs rendered by Cornelius Butler, former Deputy Director of the Career Education Development Task Force.

CAREER EDUCATION - MORE THAN A NAME*

S. P. Marland, Jr.
U.S. Commissioner of Education
Department of Health, Education, and Welfare

Speaking in Houston earlier this year, as you may have heard, I had occasion to urge that the term vocational education be dropped in favor of career education. Since that change would result in different job titles for you, not to mention a rather significant alteration in your professional lives, I think I owe you an explanation.

Let me say first of all that I was not indulging in an empty image-building exercise, the mania that leads us to such aberrations as renaming dog catchers canine administrators. A dog catcher by any other name will still catch dogs. But career education, as I envision it, will be, to mix my mammals, a horse of quite a different color. While it will necessarily and properly embrace many of vocational-technical education's skill-producing activities, it will also reach a large percentage of students now unexposed to the usual vocational education offerings. Instead of the slightly less than 25 percent of high school students now enrolled in some kind of vocational skills program, for example, the career education concept could affect, and affect in a fundamental fashion, as high as 80 percent of those young people.

My motivation in suggesting Career Education is to acknowledge that the best of our vocational education is very good indeed but does not, under its present stereotype, serve enough students. Vocational courses, cooperative work experience, occupational training--by whatever name, this kind of education has provided millions of Americans with very usable skills. Equally important, it has given them a sense of the world that lies beyond the classroom. Too much of the rest of education fails significantly in this respect.

It is precisely vocational education's sense of continuity that should be extended to all education. The connection between education and a person's life work should be as obvious to others engaged in education as it is to you who are experts in the field. But the fact is that millions of children are processed through the classrooms of this Nation every year in a kind of mindless shuffle that hardly deserves the name of education. How many of these young people, so many the victims of the general curricula, will succeed in life, we can only guess at. But I suspect that those who do achieve some measure of success will be a very tiny minority of heroic types who can overcome the gross handicap of an inadequate public school preparation.

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*Speech delivered to the annual meeting of the State Directors of Vocational Education, Skyline Inn, Washington, D.C., Tuesday, May 4, 1971, 9:00 a.m.

For the rest, the great majority, personal failure patterned after and largely caused by the failure of those who sought to educate them is predictably certain.

I have spoken out against the secondary-level general track before and I feel impelled to do so again today. Almost all of the shockingly high number of unemployed youth are products of the general curriculum and we can expect small improvement until the general curriculum is completely done away with in favor of a system of high school education with but two exits--continued education or employment--and nothing else.

This is not to suggest that the concept of career education should be associated only with high school. Indeed, it is extremely dangerous, as we are finding out, to wait until the high school years to begin to acquaint the student with the idea of applying what he has learned, to teach him the purposes of education as distinct from the forms of education.

In Germany, Poland, and a number of other countries--some democratically governed, some not--the situation is quite different and, I would think, far more conducive to getting the youngster started toward making the difficult decisions of life--who and what each would want to be, and the kind of work or continued education necessary to accomplish the purpose. Work experience in these countries begins in the very earliest years of formal education. Here in the United States, by contrast, teachers encounter any number of nine-year-olds and ten-year-olds who have only the vaguest notion of what their fathers do for a living. It has even become a kind of upper-class ideal in this country for the boy or girl to put off thinking about a possible occupation until after completion of the baccalaureate degree, which by the time they receive it, may well be a surplus item. We have an excess of such degrees now in the aerospace industry and in certain parts of the teaching profession and the National Planning Association predicts eventual excess of bachelor's degrees in every field except the health professions. The Department of Labor indicates that in the near future 80 percent of all jobs will be within the range of the high school diploma.

The consequences of isolation from the realities of the workaday world are painfully apparent in households everywhere. One distraught father, whose son like so many other sons and daughters these days dropped out of college for no apparent purpose, offered an explanation that seems as good as any. "A lot of kids," he said, "don't know what they want to do...because they've never done anything."

At the other end of the economic spectrum it is less a matter of indecision than inability. We daily witness the brutal rejection of untrained youngsters by our increasingly technological society because they cannot compete in the one area in which man is clearly superior to his machines -- the ability to think.

Consequently, we have in this country the highest youth unemployment rate in the world and the relentless advance of technology is making the situation explosively worse.

Of all the black girls under the age of 25, 30 percent are unemployed, a higher rate of joblessness than that suffered by this country during the great depression of the 1930's. The jobless rate among young black men stands at 25 percent. Even whites between the ages of 16 and 25 are unemployed at probably three times the rate of the labor force as a whole. And in the severe pockets of unemployment -- the

inner cities -- the percentage of jobless youths balloons to many times these national averages I have been citing.

By 1975 we expect the unskilled to account for less than five percent of the labor force or something in the neighborhood of 4.5 million jobs. Yet Bureau of Labor Statistics projections indicate that we will still have more than 3.5 million young people with no salable skills trying to squeeze themselves into this sad five percent category. For them there will literally be no room at the bottom.

This tragic situation clearly indicates that America's educational efforts are failing or at least that they are not attuned to the realities of our times. If we are to correct that failure and if education is to serve properly its national purpose, then we must bridge the gulf between man and his work. We in education must be actively concerned with the boys and girls in our charge not just until they receive a diploma but until they have made the transition from student to worker or are enrolled in post-secondary education. Our job is not done properly, in other words, until each and every one of those youngsters is capable of developing a clear sense of direction in life and is able to make a responsible career choice.

We must also be concerned and active on behalf of adults who cannot supply the skills and knowledge society now demands. Education must help upgrade the job skills of these men and women, and retrain them where necessary. I strongly believe that we must also make a particularly imaginative and energetic effort on behalf of the returning Vietnam veterans. The problem of readjustment to civilian life, always severe, is far more difficult in their case because there is less enthusiasm in the country to receive and help them as there was for the veterans of World War II and Korea.

It is of course one thing to propose a new system of career education and quite another to attempt to answer the variety of questions that the proposition evokes. What would career education be like in actual operation? How could it differ from the skill training that some have seen as the province as vocational-technical education? What difficulties lie in the way of accomplishing the very broad and demanding objectives that career education implies at all levels of in and out of school experience?

The importance of finding those answers cannot be overstated. It is flatly necessary to begin to construct a sound, systemized relationship between education and work, a system which will make it standard practice to teach each student about occupations and the economic enterprise, a system that will markedly increase career options open to each individual and enable us to do a better job than we have been doing of meeting the manpower needs of the country.

Because I am so convinced of the urgency of this matter, I have directed that the Office of Education research staff give major emphasis to this single area until we are successful in designing a workable system of career education.

The National Center for Educational Research and Development -- under the direction of Harry Silberman -- is at this moment concentrating much of its creative resources on the development of three model career education programs for use in schools, businesses, and homes. We believe these models, initially developed by Dr. Edwin

Rumpf and the Division of Vocational and Technical Education, will provide useful alternatives to present practice. They represent to our knowledge the first comprehensive attempt to devise a career education system to serve virtually all Americans.

School-Based Model

The first model, oriented directly toward the school setting, would affect kindergarten through junior college, reshaping the curriculum so as to focus it directly on the concept of career development. It would tie the school closely to the activities of local community, local business, and local industry. Its principal objective would be to guide each student either to a job -- a solid rewarding job, not dead-end labor -- or to further formal education.

The essential elements in this model are coordination among the various grade levels and the establishment of practical relationships with those outside the school who strongly influence the student's choice of a career. Parents and counselors play a crucial role in guiding young people toward a career by encouraging them to set their own values and make their own decisions, not to have values and decisions imposed upon them. For this reason the school-based model should be combined with adult education efforts, especially among our more educationally disadvantaged population.

The school-based model will incorporate a number of the innovative concepts that are being developed in the vocational education programs that you represent. Specific skills training at the high school level is an important component of the school-based model. I certainly do not believe that general job information of some kind -- the old industrial arts and vocational counselor apparatus -- produces useful job skills. Under career education it would be the intention that every youth would leave the school system with a marketable skill. Otherwise career education would be no improvement over the present general curriculum.

Employer-Based Model

The second model career education system would be created, developed, operated, and supported primarily by business in companionship with the schools. The idea would be that a group of industrial, commercial, and other kinds of firms would collaborate in developing the program for the benefit of the 13-to-20 age group. These are the boys and girls who have left school without acquiring the kinds of understanding and competence they need to live fulfilled lives as free men and women in a free society.

This model would combine general education, vocational training, and work experiences carefully selected for their career development possibilities. Not just one but several part-time jobs would be open to each student to enable him to pick an occupational area he wants rather than accept the only thing he is offered.

We foresee the possibility that a firm of management specialists retained by the schools would operate this program and assume the principal responsibility for seeing to it that specific objectives were accomplished. We are also looking into the design of suitable incentives to encourage participation by businessmen -- possibly

through such arrangements as tax credits and performance contracts. And of course there would be the powerful built-in incentive for business to join this program in terms of the opportunity to find, train, and retain high-quality employees.

Home/Community Based Model

The final model, supportive of the first two, is a plan to use the home and community institutions as career education centers. Our purpose would be to reach and teach individuals with limited formal schooling or persons whose limited knowledge and restricted personal skills hold them back from job opportunities or job advancement. By combining effective adult education with vocational education we can open career opportunities to millions of adults who presently have little or no hope of advancement.

Women are a special target for this career education approach. Increasingly, women are going into the world of work -- both for economic reasons and for reasons of personal fulfillment. They are held back by unfortunate stereotypes about so-called "appropriate" women's roles, by their own limited self-concepts, and by lack of preparation for effectively combining the occupational and homemaker roles. They need educational programs of the kind this home-based model can provide to broaden their vocational horizons and prepare them to be increasingly active in both domestic and commercial worlds.

We believe that occupational training of this sort can be effectively transmitted by television. The model would emulate the highly successful Sesame Street preschoolers' program, providing information in lively, entertaining, attention-getting style. Operating by means of and employing cassette techniques, the program would offer information on career options and general background for the viewer on what it would be like to work as a computer programmer, health occupations specialist, or whatever. The viewer would be motivated to enhance his employability and develop awareness of values associated with work. Given a career choice, he could then continue the cassette instruction by arrangement with the local schools, finally qualifying for examination and placement.

However these pilot efforts eventually work out, there is no question that putting a comprehensive program of career education together will demand all the imagination, energy, and good will that we can muster. And, as you may well be reflecting, it will also require money in generous amounts -- much of it from the Federal treasury. In this connection we can be encouraged by the consistently strong record of the Congress in supporting vocational education since the time of the first world war. We are only beginning to feel the impact of the most recent major legislation, the Vocational Education Amendments of 1968, in the growth of total vocational enrollment to 8,780,000 in Fiscal Year 1970. And I particularly want to congratulate you on helping a million more high school students to receive vocational skills this year compared with the year before.

Postsecondary vocational enrollments in Fiscal Year 1970 topped the one-million level, an increase of more than 40 percent over 1969. The pattern of growth is also convincingly demonstrated in the areas of greatest need with almost a million disadvantaged and handicapped youngsters enrolled in vocational training this year for the first time. State and local governments have responded admirably to the Federal

initiatives, putting more than five dollars of their own money into vocational education for every dollar of Federal investment, an expenditure far exceeding the matching-funds requirements of the Federal programs.

Nevertheless, the picture is not entirely bright. While Congress has increased authorizations for vocational programs by more than 400 percent for the 1965-1972 period, appropriations have been lagging. It is not unusual of course for appropriations to fail to match authorizations. But what troubles me -- and, I suspect, you -- is that the gap in terms of vocational education has widened considerably in recent years. The percentage of authorized funds that have been appropriated for vocational programs shows a decline from 88 percent in Fiscal 1965 to only 44 percent in the current fiscal year, a movement that must be reversed if we are to carry out the intention of Congress as well as covering the broader expectations implicit in career education.

I am distressed by this situation and I intend to use whatever influence I have to seek restoration of this percentage to a respectable level. In view of the critical unemployment situation among our young people, I would not think it unreasonable to ask for the full amount Congress has authorized -- more than a billion dollars.

I am also distressed by the decision to reduce the request for vocational education funding in the Fiscal 1972 budget by $25 million at a time when it should be increasing substantially. Again I am bound to say that I disagree and will argue for restoration of these additional funds in Fiscal 1973 which will be my first year of budget influence. We have received reactions from the States to the proposed cut and their position, as you are aware, is uniformly and understandably in opposition to this budget treatment.

There is also the matter of staffing within the Office of Education, where the trend toward an ever lowered number of personnel has been of considerable concern throughout the entire vocational education field. In 1965, when the Division of Vocational and Technical Education program money stood at less than half the present level, the headquarters and field staff consisted of 141 positions. Despite the notable increase in funds and programs that have taken place since, the staff has sustained accelerating cuts until today it stands at approximately a third of its 1965 level.

I pledge to you today to do whatever I can within a very restricted personnel situation to restore the manpower levels for the future administration of our vocational-technical programs. For I want to make it clear that I have not cited these unfortunate personnel and funding trends for the purpose of belaboring the past. But since I am acutely conscious of your feelings about these matters, I wanted you to know that I am well aware of the situation and that I am not happy with it. I want to work with you, as we plan for our Fiscal 1973 budget, to seek substantially increased appropriations, to expand our vocational education staff, and to do whatever else seems necessary in order to provide you in the States with appropriate levels of financial and technical assistance.

Before we leave this matter of funding, I would like to comment briefly on prospects for vocational education under the Administration's planned revenue sharing program which is now before the Congress. Since the Federal money supporting vocational education is

scattered through several pieces of legislation, it is not a simple task to lump all the programs together. Yet I believe that there is no reason to fear the enactment of revenue sharing would have the effect of diminishing the total amount of that support. In fact, if revenue sharing were to go into effect in Fiscal '72, it is clear that Federal support for vocational education would show a substantial increase.

In any case, it seems to me that the educational revenue sharing approach provides distinct advantages to the States and communities apart from any expansion of funds, as important a consideration as increased money unquestionably is.

First, the proposal -- if enacted into law by the Congress, as I surely hope it will be -- will greatly simplify the administration of Federal funds both in Washington and in the States and communities. Approximately 28 legislative titles, and an even greater number of individual programs, would be consolidated, freeing government personnel at all levels from many of the complicated routines that now consume a significant portion of the staff's time. Relieved of much of this burden, both Federal and State personnel could devote far more of their knowledge and experience to the direct service of the children and adults who need their help. Our attention should be on education, not processing papers.

The second advantage that would accrue to the States from enactment of education revenue sharing would be greater flexibility. Those of you who work with the administration of Federal programs in the State offices would experience far more freedom in the use of vocational funds -- freedom to select the applications that make the most sense to you, and freedom from obligatory adherence to a plan not necessarily a true reflection of local needs. Washington's intentions were good, as everyone would concede, in establishing the categorical approach of the 1960's, but the time has come when a shift to greater local direction and greater local responsibility is clearly necessary.

If a particular State so desired, for example, it would be free to transfer up to 30 percent of the funds alloted to any of four categories under education special revenue sharing -- vocational education aid to Federally impacted areas, aid to the handicapped, and general support services. The fifth category -- aid to the disadvantaged -- is properly exempt from the transfer clause. Under this arrangement, a State could transfer funds to vocational education. In fact its allotment could be increased to as much as twice the basic amount though such a major readjustment of priorities could only come about if you, as advocates of vocational education, could make a very strong and a very convincing case.

Indeed, your powers of persuasion will be a vital factor in determining how vocational education would fare under revenue sharing. The burden of leadership in strengthening your State's program would necessarily fall directly to you and to those educators, administrators, businessmen, and community leaders you call to your cause. It would be up to you to see that vocational education received its share not only of special revenue sharing funds but general revenue sharing funds as well. A solid combination of both can produce a far

stronger, far more effective vocational program -- career program -- than the present system will allow. Of that I am confident.

In closing, let me offer you once again my congratulations on the achievements of vocational education and my personal pledge of support in the difficult and challenging days that lie ahead. If the Office of Education has faltered in the past with respect to your programs, I propose now to make Career Education one of five high priorities, along with aid to the disadvantaged, education of the handicapped, racial integration, and educational research and development. And I intend to give it more funds, more people, and a larger degree of national prestige than it has yet achieved.

In return I ask your help and the benefit of your counsel in the achievement of the career education concept that I have outlined to you this morning. These ideas are not fixed. Indeed, there is nothing we want or need more than suggestions and recommendations from you who have been deeply and professionally involved with every aspect of career education. Our efforts will come to little unless supported and enlivened by your thoughts and convictions. It is, in sum, our purpose to turn the world of vocational-technical education around to the point where it enjoys at least the level of concern, support, pride, and excellence now favoring the college-entrance program.

CAREER EDUCATION: A CHALLENGE*

Kathleen Galvin
Northwestern University

John Muchmore
William Rainey Harper College

In 1971, Sidney Marland, U.S. Commissioner of Education issued a challenge to American educators concerning the purpose of education: ". . . life and how to live it is the primary vocation of all of us. And the ultimate test of our educational process, on any level, is how close it comes to preparing our people to be alive and active with their hearts and minds, and, for many, with their hands as well." [1] For many years the sheepskin has been identified as the key to personal fulfillment and economic security and, as a consequence, the desirable goal of education. Today, that myth is exploding. The current educational scene is beginning to reflect the pressures of the employment crisis in terms of the number and types of job openings. Marland emphasized that only two out of ten high school graduates receive a college degree;[2] the Department of Labor predicts eight out of ten job openings will not require a college degree[3] and experts assert that by 1975 fourteen million persons should be receiving some sort of vocational-technical training.[4]

The preceding factors have begun to affect positively the status of vocational-technical programs that have long been considered "the ugly step-sister of academic programs."[5] Likewise, the current national scene has forced educators to rethink their priorities. In the future, personal fulfillment will no longer be linked exclusively with the college diploma. No longer will ". . . overemphasis on college preparation . . . waste the potential of so many people" who consider themselves "failures" for not pursuing a college degree.[6] Rather a

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[1]Sidney P. Marland, Jr., "Career Education, Now," National Association of Secondary School Principal's Bulletin, LV (May, 1971), 7.

[2]Sidney P. Marland, Jr., "Career Education," Today's Education, LXVII (October, 1971), 22.

[3]Velma Adams, "Vocational Training? Still for Someone Else's Children," School Management, XIV (September, 1970), 12.

[4]Ibid., 12.

[5]Russell Peterson, "Occupational Education-The Ugly Stepsister," Compact, IV (August, 1970), 4.

[6]Elizabeth Koontz, "New Priorities and Old Prejudices," Today's Education, LX (March, 1971), 25.

*This paper appeared as a "Special Report" in Central States Speech Journal, XXIII (Spring, 1972), 61-63.

strong complementary commitment to career education, reinforced by publicity, new programs and an annual allocation of nearly 500 million dollars will furnish the student new and attractive options.

Career education must not be viewed simply as a retitling of "vocational education" or "general education," nor should it be considered as a parallel to "college preparatory education." Instead it is a blending of the three into a new curricular design. Marland states, "The fundamental concept of career education is that all educational experiences--curriculum, instruction, counseling--should be geared to preparation for economic independence, personal fulfillment, and an appreciation for dignity of work."[7] Career education programs are to serve all students at all levels and will offer a much wider range of occupational choices than traditionally defined "vocational education."

Career education is meant not only to furnish new educational experiences but also to furnish new and broader alternatives for participation in those experiences. In order to reach all segments of the population, the Office of Education has proposed four models of career education: the home model, the employer-based model, the institutional model and the school model.[8] The home model is designed to provide instruction to adults whose lack of formal education and skills may limit their job opportunities. Educational television, cassettes, radio, videotape and home study programs are among the potential means for reaching this population segment. The employer-based model calls upon business and industry to join with schools on a contractual basis to furnish an alternative educational system. The institutional model provides residential complex for unskilled persons drawn from rural or otherwise isolated areas.

A brief examination of the school-based model gives an indication of the intended scope of the program. This model is designed to reach the largest segment of the population and involves a long range, pyramid approach to career education. In this plan an elementary student would receive career information through orientation and exploratory activities. We would begin to investigate broadly defined job clusters in such areas as environmental and applied sciences, business and public services, human development and cultural studies during junior high school. As he progresses through secondary and post-secondary programs of his choice, he will be provided alternatives choices for training in specific skills, for pre-vocational and pre-technical training, and for pre-college studies. Continuing education programs would provide up-grading, retraining and leisure-oriented programs for adults.

Sidney P. Marland, Jr. Speech Presented to the Thirty-third Session of the International Conference on Education. Geneva, Switzerland (September, 1971).

[8]Grant Venn, "Thirteen Ways to Improve Your Occupational Program," Nation's Schools, LXXXVIII (December, 1971), 43.

Clearly career education is becoming an increasingly significant aspect of American education. It must be accorded recognition and attention from educators in all areas.

To what extent will career education and speech communication education influence each other? Judging from statements made by leaders in both fields, there is a significant relationship. Robert Weigman, Dean of the College of Education, Florida Atlantic University, cites a report of the Southern Association of Colleges and Schools which emphasizes: "Most vocational educators see their task as being broader than supplying salable skills: they want their students to be well prepared for the society in which they will live as well as for the factory in which they will work."[9] Weigman adds: "Flexibility; adaptability; critical thinking; discrimination between fact and opinion; solving problems logically; developing a system of values; recognizing the need for continuing education; and seeing the need to become participating members of society--these are what students need as they enter the employment world."[10] Ted Bell, Deputy Commissioner for School Systems in the Office of Education, offers a cogent summary statement: " . . . the lesson is for each person to develop a personal plan for lifelong learning; learning about the world we live in, the people that inhabit it, the environment--physical and social--that we find around us; learning about the sciences, the arts, the literature we have inherited and are creating; but most of all, learning the ways the world's people are interacting with one another (emphasis added). If one educates himself in these things, he will have a pretty good life."[11]

There can be little doubt that these men hold an implicit awareness of the need for speech communication education. To generate a pervasive explicit recognition of that belief is a challenge.

Patrick Kennicott, Associate Executive Secretary of the SCA, emphasizes that communication is a "survival" skill necessary for all persons. Speaking specifically of the career education student Kennicott says: "His need to be proficient in speech transactions is critical since it is largely through them that he acquires and modifies his self-concept, adapts to his vocational and larger social environments, and achieves or fails to achieve social and economic stability. A pivotal element in the success of the career education program is its capacity to help the student become a proficient speech communicator as well as a proficient career specialist, an individual who is educated, not just trained."[12]

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[9]Robert Weigman, General Education in Occupational Programs Offered by Junior Colleges (Washington, D.C.: American Association of Community-Junior Colleges, 1969), 7.

[10]Ibid.,18.

[11]Marland, "Career Education Now," 7.

[12]Patrick Kennicott, "A Pilot Project to Develop Speech Communication Instructional Components for Career Education Programs," unpublished material, Speech Communication Association, September, 1971.

The question is not "Should speech communication educators become involved in career education?" The following alternative strategies are based on a common foundation--the identification and behavioral description of communication competencies appropriate to career education students. This foundation would allow speech communication educators to generate a variety of curricula which would meet the unique demands of the various model structures.

Existing speech communication courses furnish an important avenue of approach. A focus which recognizes communication skills crucial to various career areas may be effected within the present course structure with only slight modifications.

Speech communication educators may develop communications courses attending specifically and exclusively to the needs of particular career areas.

Speech communication educators may act as resource personnel for those involved in career education. Team teaching provides an excellent means for relevant interaction, but if this is not feasible, the speech communication educator may serve as a visiting lecturer or as a consultant.

Finally, speech communication educators must bring their expertise to bear on the development of instructional materials that may be utilized in those situations in which the communication specialist is not physically present. The need for prepared videotape, slides, learning packets, cassettes, and films is a growing one.

The emerging importance of career edcuation provides an exciting opportunity and a significant challenge to speech communication educators. Response should come now.

The entire concept of career education will be the topic of the SCA Summer Conference. The conference, to be held at the Palmer House in Chicago, July 6-8, 1972, will have as its topic, "Job Talk: Career Education and Speech Communication."

KEYNOTE ADDRESS*
SCA SUMMER CONFERENCE VIII

Cornelius F. Butler
Deputy Director
Career Education Development Task Force
United States Office of Education

When I got on the plane from Washington to Chicago this afternoon, it was really the first opportunity I had to think about meeting with a group such as yours, and it dawned on me that in making a speech before a group of people whose professional domain was in the speech area, I was falling into the trap of the gross amateur who not only interacts with a profession other than his own, but attempts to perform in the area of that profession's expertise. I thought, "Good heavens, what have I let myself in for?" And I tried to think of some analogies to the situation.

The first thing that came to mind was , of course, George Plimpton, the wealthy scion of the New York family who attempts such foolhardy incongruities for fame and fortune. That gave me some reassurance although I realized that George Plimpton is making a professional reputation with such foolishness. I don't speak often enough to justify developing a similar reputation. I thought then of the various things George had done, such as playing on the professional golf circuit with the touring pros, and with the Detriot Lions professional football team, and I thought perhaps I could establish rapport with your group if I were to paraphrase one of George's titles and call myself the "Paper Bureaucrat." But that doesn't work either because, you see, in Plimpton's book Paper Lion at least the title had a dynamic potential. But "Paper Bureaucrat" is nothing more than a redundancy like carrying coals to Newcastle, so I remained anxious in anticipation of our meeting.

Well, I had dinner with your officers upon my arrival and immediately was made to feel at ease. I enjoyed their company very much and the conversation revealed to me that your group had done its homework. The questions they asked me were preceptive and cogent and the comments they made indicated a keen awareness of the many implications of career education. I felt assured that not only was I among friends (unlike Shakespeare's Wolsey, I was not going to have to stand "naked unto my enemies,") I was among kindred intellectual spirits. At the end of the meal I was served a fortune cookie, which I broke open. It read, "You have been surrounded with deceptive thinking." So, it would seem that my attempts to establish a context for my comments on career education have not been totally successful. More seriously, however, I am delighted at the invitation, and very happy to have met many of you in the earlier part of the evening.

*Transcript based on an original tape recording.

The name of the unit I am with in the U.S. Office of Education is the Career Education Development Task Force[1]. This is one of two groups in the Office of Education that have primary responsibility for career education. There are many other programs in the Office of Education in which career education is either implicit or explicit, but the Career Education Development Task Force is one of the two groups with a mandate for career education program development. The other group is the Bureau of Adult Vocational Technical Education (BAVTE)[2]. This latter group deals primarily through state departments of education and local educational agencies, giving those agencies leadership and guidance in developing their programs at the local level. The group that I am with does have the advantage, as well as the added responsibility, of being allowed to spend its own monies according to its own criteria and its own plans and strategies, although the amount of dollars is significantly less than the amount available to the Bureau of Adult Vocational Technical Education. It is the programs of the Career Education Development Task Force that will be the basis of my comments this evening.

We are essentially in the research and development business, or the research and development part of career education. Depending on what your endurance is this evening, I'll make a few comments and then, either from the dais or off to the side someplace afterwards, I will be very happy to attempt to answer any questions you might have. Incidentally, I have brought with me a brochure which I believe will be made available to you sometime in the course of your meetings here[3]. I would stress at the outset that career education is multi-dimensional. When you pick up the brochure, I would like you to know that although it represents many of the different approaches we are taking toward the development of career education programs, it does not purport to represent all of them.

One of the first questions we inevitably face in research and development in career education is whether or not career education is an innovation. To some degree it is not. It does have its antecedents at various points in the history of education not only in this country but in other nations. The heart of it seems to be that it is a re-emphasis on learning, not so much through vicarious experiences but in the context of observation and participation. Our current programs are attempts to explore this concept more fully and more rigorously than heretofore, and to establish new environments for testing its implications.

As Kathy Galvin mentioned in her introduction, one of my interests is the implications of an innovative program such as this on the

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[1]Reporter's Building, 7th and D Streets, S.W., Washington, D.C. 20202.

[2]U.S. Office of Education, 200 Maryland Avenue, S.W., Washington, D.C. 20202.

[3]Career Education (Washington, D.C.: U.S. Government Printing Office, 1971), HE 5.280.80075. Price: 20 cents.

organizations that become involved in its implementation. One of the very interesting phenomena of career education, one that I cannot readily explain and I don't think is explainable yet, is the degree to which career education has been accepted by virtually every dimension, every domain, of American education, so much that it goes beyond being susceptible to the criticism of being a fad or thing-of-the-moment. Fads and things-of-the-moment do not really achieve such a high degree of acceptance from so many different educational sectors. As the reasons for the near universality of career education's acceptance become more evident, we will undoubtedly learn more about the components of those rare educational programs that unite rather than separate categories of students.

Career education is a mechanism which has unearthed a very deep and dominant subterrain of feeling and concern on the part of virtually every sector of American education. There are, in career education, quite obviously, some economic bases. Some people, I think, misinterpret the economic rationale of career education. They perceive it as an attempt to get the long-haired kids off the street and set them right and get them to work. I don't believe that this is the intent. Some people see it as a reversion to the work ethic. I don't believe that this is really what it is either, although some proponents of career education do advocate it for that reason. I feel that an analysis of the goals of career education, and then an extrapolation of that analysis, indicates a strategy of personal choice and self-fulfillment for the students. Fulfillment is realized through knowledge of career options, access to appropriate training for a selected option, and a path of increasing responsibilities along the career path. In short, the heart of career education is personal development.

I would also like to point out that the organization I am working with, the Career Education Development Task Force, will, in a very short period of time, become part of a totally new organization in Washington that will be separate and distinct from the Office of Education--the National Institute of Education[4]. The Director of NIE will be co-equal with the Commissioner of Education. One of the programs that will be moved to the National Institute of Education immediately upon its initiation is the program for Career Education Models Research and Development. I point this out to indicate the seriousness with which career education is being handled at the Washington level. Another indication of exactly the same fact is that within a bill recently signed by the President, the Educational Amendments of 1972, there is the creation of a new deputyship for occupations. The legislation specifically places significant responsibilities for career education on that new deputy. So both in terms of the creation of a new deputyship within the Office of Education and in terms of the decision to transfer the research and development aspects of career education to the National Institute of Education, probably within the next month, I think we have a very clearcut

[4]The Career Education Development Task Force became a unit of the new National Institute of Education on August 1, 1972.

indication of the seriousness of the mandate, not only from the Commissioner, who has made career education his number one priority, but also from the Congress and from the White House.

I would like to click off a few of the goals of career education. These summarize the shorthand that we are currently using to summarize some of the specifics of our career education models. First, we are talking here about not only the work ethic--the work ethic is neither being exalted nor is it being demeaned in career education--but about human development. Secondly, a very key element in all of the career education models is community involvement and this is not the same kind of community involvement that has been specified and called for in other federal programs; we expect communities not only to set policy dimensions for the education of their children but also to take part in the actual governance of educational systems.

A third goal is that to a great degree (although not totally) career education is not viewed as a separate segment of the total curriculum. We want it to be part of a fusion process that includes the regular curriculum. The attempt is ambitious; it is to imbed into the school curriculum, as it now exists or as it may evolve in the future, a reflexive mechanism that allows each student to see what he is doing not only in terms of the goals of the particular course but also in terms of his eventual career development.

We are also imposing on the system a new form of accountability. In more specific terms, we are talking about placement. Clearly we are not talking about a "zero reject" system in which every student going through a career education program is automatically guaranteed a position at something other than the low rung on the career ladder. We are not talking about that sort of a zero reject system. We are talking about increased opportunities, increased awareness of the responsibility of the educational process toward each student's career development.

We expect our career education models to be ready for pre-pilot testing in September, 1972. Another goal, and also a responsibility, is that we cannot accept students into our programs without being aware of the fact that the programs are innovations, the outcomes are not known, and we therefore must be extremely circumspect that no student will "lose" as a result of participating in one of our programs. On the one hand, we must invite students into these programs on the assumption that they are good, better than what the students have had before because they allow them to develop at either a more efficient or more effective rate. On the other hand, we must guarantee that students can reject our innovations and go back to a more traditional system without penalty or loss. We must also insure that if students stay with our innovations until completion of their programs, that they can access a higher level educational or career possibility with full credit. If you are interested in getting involved as an organization in career education, be certain that your program is responsible to the student, be certain students cannot lose by participating in your program, before inviting their participation.

The last goal is of course that the student must, throughout this entire process, develop a stronger feeling that he is controlling his own destiny. The research that we have analyzed in planning the career education models strongly emphasizes that not only in terms of

the so-called disadvantaged student, but more increasingly in terms of the middle-class student the loss of the sense of control of one's destiny is becoming a force to be reckoned with and a force we hope to take into account in our career education programs. This emphasis is perhaps the most important of all because it will be of future value, regardless of changes in educational and occupational patterns.

At the present time we have four career education models in the Office of Education. They are not mutually exclusive. They are not comprehensive. Each, however, has its own discrete emphasis. The role of the Office of Education, and I am sure that this will also be true of NIE is not to try to control every aspect of these models, in Los Angeles, or Denver, Colorado or Hackensack, New Jersey or wherever, but at least to insure that some of the key problems of American education are being addressed by the models in their final form. Let me tell you a little about these four models.

The first of these models is something we call the school-based model[5]. What it says in effect is that there is a gap between the educational process in the school systems and the so-called world of reality. This model is an attempt to bridge that gap. It is an attempt to bridge this gap by constructing matrices of both existing curricula capable of being infused with a career education component, and new curricula in which the career education component will be built in from the outset. In short, the school-based model is an attempt to integrate academic knowledge with skill acquisition. A model focusing on this concern is assigned to the Center for Vocational and Technical Education at Ohio State University[6]. This Center operates its program via subcontracts with six local educational agencies (school systems) selected by the Office of Education, in Los Angeles, California; Jefferson County, Colorado; Mesa, Arizona; Atlanta, Georgia; Hackensack, New Jersey; and Pontiac, Michigan.

Our second model, the employer-based model[7], is a much more unusual model. Whereas the school-based model is in effect trying to bridge the gap between the world of in-class instruction and the so-called world of reality, the employer-based attempts to remove the gap. It does this by forming what we call consortia of employers, and "employers" is very loosely defined. Within the consortia could be an insurance company, a manufacturer, a labor union, a governmental agency, a social action agency, and a hospital, for example. The model assigns to consortia the responsibility for identifying students' educational needs and the governance of an instructional system for meeting these needs. The focus of the system is within the establishment of the consortia. Four of these programs will begin pilot testing this coming school year (September, 1972) while efforts will be directed by four of the Office of Education's affiliate laboratories.

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[5]Headed by Thomas Israel, CEDTF, NIE.

[6]1900 Kenny Road, Cloumbus, Ohio 43210; Dr. Robert Taylor, Director.

[7]Headed by Bernard Yabroff, CEDTF, NIE.

We hope and certainly expect that within a year these consortia will assume the responsibility that I just alluded to. The four laboratories are the Far West Laboratory in Berkeley, California[8]; the Northwest Laboratory in Portland, Oregon[9]; the Research for Better Schools Laboratory in Philadelphia [10]; and the Appalachian Educational Laboratory in Charleston, West Virginia [11].

In this model we are clearly stating that we are not replicating the traditional cooperative education or work study program. The model does consist of two parts, a part in which the student will be in a learning center which looks like a surrogate for a classroom or a school, and a part in which he will spend some time working with cohorts (adult models) as they are carrying our their occupational (career) responsibilities. The vector that we envision, in terms of the learning process, goes from that real world or adult set of activities toward the learning center and not the reverse. This direction is necessary because what we are hypothesizing is that cognitive development, problem solving abilities, and learning skills are achievable in a "real world" situation just as they are achievable in the simulated environment of the classroom. And the classroom experience in our employer-based model is being perceived as a back-up system to the degree that the original hypothesis either fails or is not totally conclusive.

Our third model is the home-community based model[12]. Originally, the concept was to develop a national television program to address the career education problems of adults. At the time we started our planning we were enthused by the success of the Sesame Street venture for children and looked for a similar level of success with an adult television program. After three or four months of feasibility studies and data collection analysis we decided to abandon this objective. There was no clearly identifiable educational or occupational problem characteristic of enough members of the adult population to provide focus for a national program nor did the Office of Education have enough dollars to vie with "Cade's County" or the Monday night professional football game for prime time. We have come up with an alternative that we think will accomplish the same goals. In two locations in the fall, one in the Northeast and one in the Southwest, we will commence a pilot testing media based program addressed to the career education problems of adults. Using a regional approach, we will be using television and perhaps radio to make contact with those members of the adult population who are either out of work or underemployed. Hopefully, as a response to the media program, these people will access a career education extension service which will then provide the appropriate diagnostic and evaluative services. The client

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[8]Claremont Hotel, 1 Gordon Circle, Berkeley, California 94705.

[9]Northwest Regional Educational Laboratory, 400 Lindsay Building, 710 Southwest Second Avenue, Portland, Oregon 97204.

[10]1710 Market Street, Suite 1700, Philadelphia, Pennsylvania 25325.

[11]1031 Quarrier Street, P.O. Box 1348, Charleston, West Virginia. 25325.

[12]Headed by Anna Barett, CEDTF, NIE.

is then enrolled in an individually designed program within existing educational agencies such as universities, technical schools, or perhaps educational entities that are not commonly identified as such but which can provide educational experiences for clients. The plan is to develop this program into a mechanism for examining the whole question of adult education; the problem of the mother at home with children who cannot set aside the blocks of time necessary for participation in structured educational offerings; the adult whose goal in life is achievable only through a very specially fashioned set of educational experiences which do not exist in any one institution but parts of which exist in many institutions; the very rapidly increasing number of adults who are engaged in learning activities outside of educational institutions which do not award credit for the learning experience. In short, the problematic areas of adult education and the development of new delivery systems as solutions to these problems will be addressed in what we now refer to as our home-community-based model.

The last of the four models, the rural residential model[13], has a limited target population, a population that has been very much the concern of the Office of Education in the last decade--the rural disadvantaged. The other models are directed toward social, economic, and racial cross-sections. If any of the first three models become, either through direction or through some form of evolutionary process, pertinent to only a section of the intended population then we will conclude that they have failed. In the fourth model, the rural residential model, the goal is otherwise. This is clearly a model addressing the problems of the rural disadvantaged. It has already commenced operations in Glasgow, Montana. What we are saying in this particular model is that the cycle of poverty which even a few years ago we thought could be broken through educational inputs, especially for younger members of the disadvantaged family, cannot be broken or modified through educational inputs alone. So within that model we have two approaches, two sets of criteria, which we hope will be fused or at least will complement each other. The first is an educational approach in which each member of the family is provided appropriate knowledge and skills--occupational for the father, domestic for the mother and a comprehensive K-12 program for the children. The second is an economic approach based on providing the breadwinner with job placement, with advanced potential, upon exiting the program.

Let me wrap up my summary of the Office of Education's models by sharing with you some of the problems that we have encountered in developing the career education models. Some of them are of our own making. Some have been forseeable but unavoidable, and others were unforseeable and therefore unavoidable. The first is the need on the part of some observers of the career education program for an exact and precise definition. Such is neither desirable nor possible. For example, the four models are different from each other and

[13]Headed by Hal Johnson, CEDTF, NIE.

different from many of the programs supported by the Bureau of Adult Vocational Technical Education. The advice that we give to any organization initiating a career education program is not be overly concerned with matching its activities with some definition that comes out of Washington or out of anyplace else. The context is broad. I submit that this broadness is a strength. So I advise you to fashion your own definition and the chances are that if you have the organizational integrity and the commitment your program will be off and running. It is the goal of career education, making all learning applicable to career choice and development, that is important.

Among the other problems we have are: 1.) the pull between the rigor and experimentation required in performing long-range research and development on the one hand, and the demand for immediate results on the other (only constant interaction between the developers and the implementaters can assuage this potential conflict); 2.) demanding problems of governance and contractual agreement; 3.) the intricacies of incentives, incentives that will induce participation among the multiplicity of different agencies that we are trying to involve in our models; 4.) cost benefit analysis (career education will fail if it represents increased per pupil cost); and finally, 5.) the problem endemic in research and development, especially in more costly programs, of insuring that a given model can be replicated or transported to a different situation.

How did career education models come about? They originated from a two-week brainstorming session in the Office of Education by a group of ten of the Office's research and development staff. They identified those areas of American education which had two characteristics: they were problem areas and were systemic (systemic was defined as a problem whose solution was more likely than other solutions to have a beneficial effect on other problems). From the original list of over sixty such problems three were finally selected. The solutions to these were the models. The group that fashioned the models was responding to a type of comment reasonably common in the last few years, the type of comment that argues that our schools were designed as part of a total context that no longer exists. In decades past the average school student had a multiplicity of outside activities, whether helping mother in the kitchen or helping dad on the farm, or a part-time job, or whatever, which provided the student with significant and integrated participation in the total reality of which he was a part. In that context, the school really supplied a simulated environment. The school was an opportunity for vicarious experience that took the youngster beyond the home or the town of which he was a resident. Clearly, the context has changed. We have a multiplicity of out-of-school information systems that are bombarding the youngster with a wide spectrum of knowledge. The systems have access to a much larger portion of his time than the school system. James Coleman's prescription to this set of changes is simply that we must turn the schools around from being institutions which protect the youngster from society, to institutions which help the youngster to access society. Much of what is being attempted in career education flows from this attempt to structure education as a facilitator in the larger problem areas of the "real world."

When I agreed, at the request of Pat Kennicott, to be here this evening, I did mention to Pat that I would be very happy to come but

that I really felt at a loss as to how to demonstrate the applicability of career education to the Speech Communication Association. He told me not to worry about this, that he would send me some materials which perhaps would give me a new perspective. He did, and I must admit that these materials have been an educational experience for me. I have gone through some of the documents that describe not only your organization but some of the areas of interest and activity of the components of your organization. I have been more than surprised at the correlations between not only their content and the specifics of our career education programs but also the similarities in approach to the educational process between our research and development and your organization. For example, from one of the documents I was sent, I am informed that "the acts and arts of communication and speech and language are humanistic." I hope I got across the point earlier that the humanistic element of career education is much more predominent in our thinking than any economic emphasis. You also refer to concerns with acts of choice, judgment, and expression, in speech curricula. The goals that I articulated earlier, I think, quite clearly are exactly this: concerns with acts of choice, judgement and expression. Compare the following quotation from one of your own documents with the emphasis of our employer-based model: "The teachers include all members of the social groups in which the child moves." This is exactly what we are saying, that education need not and should not be limited to someone who is a professional educator. "The learnings of speech are of utmost consequence to the individual in society." That interface between the individual and society is exactly the same one that career education is trying to negotiate.

The last quote that I extracted from your literature is the following: "Speech habits are important to vocational success and effective citizenship." I am positive that I could remove the phrase "speech habits" in that sentence and insert "career education" and any member of the Office of Education would find it a totally adequate and comprehensive definition of career education.

Well, I have had a very interesting experience today going from my initial trepidations of the afternoon to a sense of complacency during the evening hour and then back to some consternation surrounding a fortune cookie. I would like to thank Pat for the invitation to come because if I had not accepted it, and admittedly this is happenstance, I would not have read your literature. One of the initial questions that I have not resolved yet is the phenomenological aspect of the almost total acceptance of career education. In reading your documents on speech education I think I am beginning to perceive an additional possible answer. In both your documents and in our career education strategies there is a stress on the fusion of the so-called traditional educational experiences with experiences in contexts that are not simulations, that are not antecedent to some eventual reality; all of education need not be a process anticipatory to real involvement and opportunities. Education can occur within the "real world process." I think in these regards there is a high correlation between the goals of the SCA and the career education programs of the Office of Education.

I thank you for the educational experience.

PART II: CAREER FORUMS

To attempt to build valid recommendations that render speech communication education more relevant to the "real world," to the "world of work," without substantial input from those directly involved in that world would be folly. Thus, eight career spokesmen, representing a variety of career clusters (service representative, law enforcement, corporate sales, retail sales, ministry, social work, teaching and business management), were invited to provide statement papers responsive to the question: "What speech communication competencies are required in your business, industry, agency or profession?"

Each career spokesman participated in two Forum Sessions exploring, with speech communication educators, the implications of their statement papers. The material in the following section is a collection of statements contributed by career spokesmen and forum reports contributed by eight speech communication educators who chaired the forum sessions.

SPEECH COMMUNICATION ABILITY AND THE COUNSELING PROCESS

Fred Pollock
District Supervisor, Social Service Department
Circuit Court of Cook County (Illinois)

It is the intent of this statement to examine some of the communication competencies necessary to the function of the social work practitioner, the individual social case worker who is engaged in providing direct service to persons coming to the attention of a social service department or agency in need of help with some specific problems. As would be anticipated, this consideration of speech competencies required in the performance of professional social case work services will include reference to other skills and competencies necessary to providing such service since attempting to deal with one component in isolation from the others seems inadvisable if even possible.

There are many areas of social work that require considerable speech communication competency. Communication with government departments and private social agencies, community interpretation programs, and participation in professional conferences and discussions are but a few of these areas. However, the intent of these comments is to deal with the work of the practitioner or counselor and the speech communication competencies required.

Since our central concern is not to examine the over-all requirements necessary to competence as a practitioner in the field of social welfare, it's sufficient to point out that the task of being a social worker requires a sound academic body of knowledge, considered by the profession to be a basic requirement and best obtained in a recognized graduate school of social work.

Also required of a social worker is a sensitive awareness of the various meanings of behavior, and the skill to weigh the ability of an individual in need to participate in planning for his own future well-being. The worker needs to be aware of the community resources and how they may best be used to serve the needs of the person seeking help. Often a referral to a medical facility, help in finding work or job training, help with budget matters or securing temporary financial aid represent a part of the problem picture and a part of the need. Thus skillful and selective use of collateral resources represent a part of the function of a social work practitioner.

In a discussion of speech communication competencies it seems appropriate to give some thought to the goals of communication. The objective of the interaction between the persons included in the communication effort effects the nature and quality of the exchange. There are some situations in which the need for speech communication competency is quite limited since the purpose of the communication is limited. For example, a meal can be ordered in an Austrian restaurant without knowing more than a few words of the native language. One might not get exactly what he had in mind, but he will be served and hunger will be satisfied, this being an important part of the limited objective. One can find his way to a well known tourist

attraction or historical site in Rome by seeking direction from a native of that community whose language he may not know, but with whom he can "speak" with guide-book in hand and with the use of gestures and a body language of sorts.

In the above illustrations the objectives are limited and well defined. For the practitioner in the field of social work the objectives of communication are quite involved and sometimes complex and the problem-solving process includes a talking-listening kind of empathic interchange of feelings and attitudes and responses. This kind of goal-directed communication demands an in-depth quality of awareness and a high degree of speech communication competency.

The talking-listening interchange is a very significant part of the casework process and this interchange needs to be considered in a discussion of speech communication competencies. Being a skilled and concerned listener is a vital component of communication. Listening to what is being said, and being aware of what is not being said as well, is a part of the package of skills needed by an effective practitioner. Knowing when to be silent is as important as knowing when to speak in the practice of the art of communication.

In the communication process there is a considerable amount of verbal exchange. There are questions that need to be asked and answered because there are facts that need to be known about the individual seeking help in order to better understand the problems he presents. For example, we are well aware of the potential impact of certain reality situations to which the individual has been exposed as being factors in shaping his attitudes, his life style, and the way in which he views his own personal situation. Sub-standard housing, frequent changes in neighborhood and school, encounters with authority figures, unstable family life, success and failure experiences, as well as a myriad of other factors are matters which need to be known and understood, not only as facts, but understood in terms of the particular impact these situations and events have had in shaping the attitudes, behavior, and reaction patterns of this particular individual.

While verbal exchange is clearly an essential part of communication, non-verbal exchange as a part of the speech communication process is worthy of equal attention. In the absence of this "silent-language" which is an intrinsic part of the kind of interaction taking place between the practitioner and client in the problem-solving process, severe limitations to understanding can result, and the full meaning of what took place in the process may not be brought into focus.

To illustrate the above, some years ago, with the permission of the clients involved, some social agencies made tape-recordings of interviews, these to be used as a teaching/learning device. While not without some value it was understandably determined that the material contained in these recordings needed to be interpreted by the participating practitioner in order to bring out the meaning of what was being said in order for the dialogue to be brought into the context of the over-all communication experience.

Similar communication limitations can be found in reading interviews contained in social case records maintained by professional social service agencies. Some awareness of what has taken place in an interview can be gained from record reading, but for full understanding, discussion (speech communication) with the caseworker involved in the direct interaction with the client is needed.

The expression, "You're not communicating with me," has become a most familiar one in the 1970's, and it is often a valid protest. Talking and listening, the working tools of communication, carry no guarantee. Sometimes much dialogue takes place that seems to have little resemblance to communication.

For the social work practitioner the communication effort requires a patient kind of receptive and concerned awareness, an in-depth desire to communicate, and the combined sense of timing and skill necessary to really reach the person seeking help so that he, too, can be caught up in the interchange. Within this purposeful process of "talking-listening" are the beginnings of what may be referred to as a professional working relationship. It is the depth and quality of the communication taking place that sets the foundation for this kind of relationship which, in turn, leads not only to the practitioner understanding the individual, but makes it possible for the person in need to reach out toward understanding himself and his problems with new perspective.

While there is little mystery to be found in the mechanics of developing a professional working relationship, it remains one of the most skillful as well as one of the most rewarding aspects of the counseling experience. For within the fabric of this carefully structured relationship is found the potential for the individual seeking help to be guided toward gaining insight into the nature of his problems. Within this structure he can be helped in evaluating his own life situation. Thus the individual can be helped in dealing more effectively with the "now," and becomes better able to cope with his own reality situation on a long range basis.

In the talking-listening process, which leads to mutal participation and the subsequent formation of the working relationship, much of the communication taking place, as suggested earlier, is on a non-verbal level. At times during this process what is not being said is more meaningful than an exchange of "language" since language is sometimes used as a means to avoid communication should a problem or feeling seem too painful to face. Understanding the dynamics of change, awareness of the meaning of strong protest or forceful affirmation, the ability to evaluate the readiness of an individual to develop and handle new insights and to use these understandings as tools for solving problems requires much skill and poses a challenge to speech communication competencies.

Within the framework of a well structured, highly individualized relationship, changes in behavior and attitudes can and do take place and the person in need can be helped. The communication relationship structure helps provide the climate for the kind of interaction within which change and development can occur. Not unlike the physician who, through medication, surgery and/or physical therapy, helps to structure the physical climate within which healing is most likely to occur, the social worker, through the use of case work skills and knowledge, participates in developing the kind of relationship structure within which change can take place.

Individuals coming to the attention of social service departments, public and private, bring with them problems that have proven to be troublesome. Often they are severe, painful, and disruptive problems difficult for the individual and often difficult and costly for his family and for the community. With qualified help some of these problems can be solved while other problems, which may have no real remedy, can be better contained and made more manageable. Helping an individual to deal more effectively with such matters is the welcome challenge the social work practitioner faces.

Much of the usefulness of the social worker or counselor in offering help through the casework method is hinged on: (a) the knowledge, skill, awareness and quality of concern he brings to the job ; (b) the resources available in the community that can be used when needed to help in dealing with specific reality problems; and (c) the ability to involve the individual needing help so that he may participate meaningfully in the sometimes delicate process of resolving his dilemma.

At the beginning of the problem solving process there is potential for meaningful communication, there is potential for a useful relationship with mutual confidence, concern and understanding. There is potential for containment and/or resolution of problems. Conspicuously, speech communication competencies in concert with other abilities and skills mentioned in this brief statement, are included as fundamental qualifications, necessary to reliable performance as a social caseworker practitioner.

FORUM REPORT: SOCIAL WORK GROUP

Andrew D. Wolvin
University of Maryland

The career forum sessions on the field of social work featured Mr. Fred Pollock, the District Supervisor of the Social Service Department of the Circuit Court of Cook County, Illinois. As District Supervisor, Mr. Pollock provides for the general administration of a unit of the Department and demonstrates "communication in action" through his work as counselor, public speaker, evaluator, and listener. Mr. Pollock was assisted in the forum sessions by Mr. Paul von Burg, a case worker in the Department.

The theme of the forum sessions was, quite literally, "let's get together." The participants and Mr. Pollock agreed on the tremendous need for interdisciplinary communication. It was felt that this need for communication between fields extended beyond our educational institutions into the field itself. Consequently, the social work forum sessions were productive, enabling Mr. Pollock to inform us about the role of communication in social work. Just as productive, however, was our ability to inform him about the dimensions of our field of communication. The discussions illustrated the need for us, as a discipline, to undertake an image campaign to dispel the idea that all we teach is public speaking.

The forum sessions on social work were organized to discuss two basic questions: (1) what communication competencies are essential in the field of social work; and (2) how are these competencies developed.

The major emphasis in these sessions was on the delineation of interpersonal communication competencies which the social worker must use in dealing with his clients. It was interesting to look at these competencies from Mr. Pollock's perspective. Many of his clients are referred to his staff by the court, so they are compelled to participate.

Many of the clients are youthful first-offenders who, according to Mr. Pollock, would never "survive in organized crime!" The major task of the caseworkers then, is to overcome the clients' hostility so that communication can, indeed, take place.

Thus, the first competency of the social worker must be the ability to create an effective communication climate, a climate in which interpersonal communication can take place. This requires the development of various components of interpersonal communication: empathy, sensitivity, trust, openness, awareness, honesty. The ability to develop this climate requires considerable adaptive behavior on the part of the social worker.

A corollary communication competency, then, is the ability to adapt--audience adaptation--in communication. The complex dimensions of communication are such that the caseworker cannot use ready formulas in which to plug in clients and deal with them. Each individual is an individual, usually suffering a tremendous loss of human dignity. The caseworker must quickly analyze the client and adapt his manner and his message to that client so that the highest degree of interpersonal trust may be achieved from the outset.

The adaptation to the individual client in communication is manifest in the caseworker's need for language adaptation. This communication competency is a crucial skill in effective social work. The language adaptation is necessary with both the verbal and nonverbal language codes.

Mr. von Burg illustrated this need for language adaptation by relating his experiences in working with young men whose primary interest is the automobile. A native of Indianapolis, Mr. von Burg has statistical knowledge of racing, especially the Indianapolis 500, but he knows, by his own admission, nothing of the mechanics of the automobile. So, he discusses racing with his clients and they establish an immediate rapport, seldom realizing that he doesn't know the difference between a radiator cap and a distributor cap!

Adaptation to the individual client is not only a matter of the language code; a common frame of reference is also necessary through a functional channel. The social worker needs competency in channel selection. This abilty to determine, and to use, the proper channel is important. The telephone, the social worker's office, and the "field" (the client's home, school, etc.) are the major channels. Mr. Pollock and Mr. von Burg both felt that the most effective communication can take place in an office interview so that instant adaptation can take place. They felt that the telephone eliminates the nonverbal visual code which can often convey a more honest, meaningful message than the verbal code. And they felt that, given the demands of a heavy case load, the field conferences are too difficult and costly, especially in terms of the caseworker's time.

It was interesting to note, also, that Mr. Pollock and Mr. von Burg were advocates of person-to-person communication in social work. They felt that small group counseling sessions were not particularly effective for many persons needing a social worker. They stressed that many clients are alienated from society and are lacking a functional group, As a result, their basic communication need is to communicate on a one-to-one basis with a counselor, not to air their problems to a group of strangers. Under the circumstances, the use of small group counseling

could serve to further alienate the client from his societal group. Sometimes a combination of group and individual counseling does prove effective when the client reaches a point that he is able to accept this kind of experience.

In addition to these communication competencies and considerations, the social worker was seen to be a persuader. The development of an effective communication climate requires that the social worker persuade the client of the need for and the value of the social services. Such persuasion must stem from the social worker's sales objectives, his "knowledge of the product." Essentially, he must determine some initial objectives with the client and then convince the client of these objectives. Obviously, this ability rests with the ability of the social worker to analyze and adapt to the client, to his value system. In short, the caseworker is a persuasive practitioner in his role as counselor.

The role of the counselor requires a further communication competency, a competency which usually stems from the previous areas. More than any other skill, the social worker must be an effective listener. The listening social worker was depicted as consistent with the Barker listening model--visual as well as aural listening. The case worker must have the ability to receive, interpret, understand, and respond to nonverbal and verbal messages from the clients.

Carl Rogers' emphasis on the need to listen with understanding is a prime characteristic of the social worker as a listener. Both Mr. Pollock and Mr. von Burg emphasized the importance of effective therapeutic listening in the counseling sessions. They stressed the role of the social worker as a therapeutic listener who primarily provided a sounding board for the client to air his problems. Thus, the therapeutic listener provides supportive feedback for the client without any sort of evaluation.

The role of the social worker as a therapeutic listener gets to the heart of the basic role of the social worker in social service. The major objective of the counseling sessions is to provide a communication setting whereby the client can see his own alternatives. Rarely does the social worker draw the conclusions to the client's problems. Instead he provides the guidance for development of solutions by the client himself so that the client will bring his own personal involvement into the enactment of the solutions.

The communication competencies essential in social work, then, are based in interpersonal communication. These competencies require skill in adaptation to the client to create an effective communication environment, channel selection, persuasive message strategies, and therapeutic listening.

The development of these communication competencies provided the topic for the second part of the forum sessions. Initially, Mr. Pollock raised the question as to whether or not these skills could be taught. He wondered if people who have these competencies are not attracted to the social work professions with the basic skills somehow inherent in their make-up. Obviously, the question gave rise to a lively discussion!

It was agreed, however, that there are means for providing greater communication effectiveness through training. In the pre-training program of the social worker, an interdisciplinary curriculum would make for a more substantial program. The forum participants felt that the inclusion of communication courses in social work curricula, and units

on communication in specific social work courses, would provide a ready vehicle for developing greater communication effectiveness as the social worker is in training. Videotape technology was discussed as the most advanced means of providing for this training. Sample interviews could be taped, for example, and field practice could be recorded and evaluated.

The development of communication competencies should not stop with the pre-service training of the social worker. The need for in-service communication training was emphasized also. This in-service training area is one we have probably neglected. Yet, it is an area that could have tremendous potential for the discipline. Our speech education programs typically are designed to develop pre-service educators. However, in-service programs could provide a viable alternative to the rapidly-closing market for teachers of speech.

Again, the use of videotapes was seen as a tremendous asset in in-service training, providing for an analysis of actual interviews, etc. Mr. Pollock felt that current advances in communication theory and technology should be brought into the field for the continuing education of the social workers.

The major thrust of both in service and pre-service communication training of social workers ought to be training in listening and in interviewing. Participants in the forum sessions felt that we ought to place top priority on the development of courses and units in listening which would deal with all types of listening and, of course, emphasize the role of therapeutic listener for the social worker.

Further, the development of courses in interviewing was seen as a logical extension of the needs in training social workers. Again, specific courses and units for such training could serve as an integral part of the social worker's curriculum.

The field of social work really <u>is</u> communication, and there is obviously much that the speech communication discipline can contribute to this field. As Mr. Pollock concluded, so many people are leading lives of "quiet desperation" and need social workers and other skilled and concerned individuals as a primary communication agent in their frustrated lives. The challenge remains, thus, for us to provide the communication training that can enable the social worker to deal more effectively with the communication roles in his field.

MINISTRY AND SPEECH COMMUNICATION

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The fundamental nature of the clergyman's work can best be described as a ministry of communication. This ministry, whether pastoral, priestly, homiletical, or educational, demands a clergyman who has been prepared to hear, speak to, and deal responsively and responsibly with the human condition of persons as reflected in their existential, ontological, and ultimate life concerns. From this writer's perspective, communicare is the term which conceptualizes this view of ministry.

To be involved in effective communicare, the prospective clergyman needs that kind of personal and professional training at both the college or university and seminary levels which unites theological study and speech communication education in a dialogical and correlational manner. This need, set against the stated theme of this Summer Conference, "'Job Talk': Career Education and Speech Communication," prompts the raising of the following significant question, "What speech communication competencies should such pre-ordination training nurture in the prospective clergyman which will enable him to participate in communicare, the work of reconciliation between man and man and man and God?"

The remainder of this paper speaks to this question by defining those personal and situational speech communication competencies which should characterize the prospective clergyman who would be considered well-prepared for communicare with persons, whoever and wherever they may be, in a genuinely human way. Personal speech communication competencies may be viewed in six categories:

1. relational competencies which the prospective clergyman should possess: sensitivity, spontaneity, caring, flexibility, inclusiveness, responsiveness, trust, honesty, responsibility, acceptance.
2. listening competencies which the prospective clergyman should possess: perceive and attend to stimuli as potential messages with potential meanings; decode stimuli (verbal and nonverbal messages/meanings) distinguishing in the decoding process between descriptive, feeling, and evaluation levels of what has been received; awareness to stimuli through all sensory channels with particular emphasis on the use of the eyes and the ears.
3. speaking competencies which the prospective clergyman should possess: think through, organize, and structure personal thoughts/feelings in a purposeful manner; encode these messages and related meanings verbally and nonverbally through dialogical communication in any communication situation.

4. questioning competencies which the prospective clergyman should possess: ask questions which are precise, clear, and connected and based on a sequential and cumulative system of classification for the purpose of securing relevant and in-depth information and meanings important as the content of communicare.
5. decision-making and problem solving competencies which the prospective clergyman should possess: use decision-making process which will enable the formulation of sound conclusions and commitments as content for dealing with and solving of problems.
6 competencies in handling conflict which the prospective clergyman should possess: recognize intrapersonal, interpersonal, group, and organizational conflict as it is manifested in its many forms and deal with such conflict in a creative and viable manner in these several communication situation.

The personal speech communication competencies discussed above, which this writer deems essential to communicare, should be nurtured in the prospective clergyman in and through his involvement in the settings represented within the following speech communication situations:

1. interpersonal situations as reflected in such settings as informal conversation, calling in homes, hospital visitation, counseling, interviewing, etc.
2. group situation as reflected in such settings as teacher-learning groups, prayer groups, committees, boards, children's groups, youth groups, adult groups, etc.
3. person-to-group situations reflected in such settings as congregational worship, delivery of sermon or homily, various kinds of public speaking and/or reading both within and outside of the congregation, etc.
4. organizational situation reflected in settings which are intra-congregation, inter-congregations, congregation-community, and congregation--socio--cultural system.

The clergyman should not only know about these communication situations and settings along with the intrapersonal speech communication competencies which help to facilitate them, but he should be able to handle them with some degree of expertise from the standpoint of their functional, therapeutic, and aesthetic relevance for communicare.

In conclusion, speech communication education merits high priority in pre-ordination preparation and training. This priority calls for a working rapprochement between college and university and the seminary to provide the clergy-to-be with the kind of speech communication understandings, skills and relationships which have been outlined in this paper. Such preparation and training will be instrumental in enabling the prospective clergyman to witness to the love of God in the world by being a servant of reconciliation in and through communicare.

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FORUM REPORT: MINISTRY GROUP

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Reverend Baumeister's paper, having stated that "the fundamental nature of the clergyman's work can best be described as a ministry of communication," effectively summed up any minister's career responsibilities with his concept of "communicare." As intended, however, the paper itself and this concept were not the focal point of discussion in either group session. While both groups commented on the clarity and conciseness of the paper, it functioned more as a prod for evaluating the present state of ministry and, more specifically, preaching and for isolating some of the immediate problem areas and needs in a ministerial career.

First of all, today's image of the minister/preacher is a blurred one, both on the part of those ministered to and of the ministers themselves. Role-definition is important here, and the role of the established church in today's world is being questioned more than ever before. There is confusion in a church traditionally "word-centered" gradually becoming "person-centered." The resultant need is for greater education on the part of both clergy and laity.

It was also pointed out that the minister himself seems to be losing faith in the power of the spoken word and so is seemingly doing one of two things: turning to symbolic speech or an "activist" ministry, or settling into a comfortable, clergy-cultured world. The former results in a too-threatened laity and an ever-widening credibility gap if only because the laity's role-expectations of their clergymen would make them (the laity) at least uncomfortable because of their (the clergy's) deviancies. The latter, on the other hand keeps the clergy pedastaled, safely apart from and a bit above the real world and their preaching becomes more of a comforting rather than a challenging experience.

Both sessions seemed to be asking for "competent human beings" as ministers, people educated in the things of God but also in the affairs and feelings of man; caring persons who are a part of, not apart from, an everyday world; risking people who teach and encourage others to risk, not only by their words but especially by their lives.

Finally, while there were other areas and needs discussed, such as the importance of listening skills and small-group competencies, a need for a clearer (though not narrow) definition of "ministry," as well as a need for a program of continuing education for ministers, there seemed to be general agreement that, whatever career training future ministers might receive, Reverend Baumeister's paper provides at least a blueprint for whatever behavioral objectives need be established.

COMMUNICATION COMPETENCIES REQUIRED FOR AN EFFECTIVE POLICE OFFICER IN THE CITY OF CHICAGO

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Any determination of communication competencies required of a Chicago police officer would have to start with an analysis of the job he performs. Due to the complexity of the role and the function of a police officer this analysis will have to be restricted to a few major categories.

The first major task of a police officer is patrolling an assigned beat. This requires skills in the area of human relations, public relations, and the techniques of arrest, search, and seizure. Secondly, the police officer responds to and handles emergency calls. He must be proficient in such tasks as first aid, life saving, handling juveniles and small children, and handling the mentally disturbed. Third, the officer, at times, is called upon to investigate citizen complaints and to conduct preliminary investigations of major crimes. He must respond to civil complaints, mental illness, dog bite cases, instances of drunk driving, and make preliminary investigations of auto thefts, burglaries, robberies, assaults, rapes and other sex cases, conduct field interrogations and interviews. Finally, a police officer is called upon to testify in court and address citizen groups.

This list is by no means exhaustive, but it does provide some insight into the complexity and variability of police work and into the communication competency requirements. In virtually every category, proficiency in human relations is paramount.

An examination of these functions seems to suggest three major categories of communication competencies required of a police officer: 1) an understanding of human behavior and an ability to facilitate the constructive behavior of citizens, 2) a functional command of the English language, and 3) skill in the preparation and presentation of public messages.

The police officer relates to people; many different types of people under a variety of situations. While it may sound dramatic it is none-theless true that his encounter with citizens may be of a life and death nature. Therefore, policemen must have a sufficient understanding of human behavior if they are to avoid unnecessary agitation or violence, a frequent result of faulty communication. Communication does not just involve the cognitive domain of behavior but also the affective. Unless a police officer is able to be aware of covert feelings and the motivation behind them he is apt to misread and mishandle a given situation. Furthermore he must understand his values, attitudes, and interests and be aware of the fact that they are also active in his behavior and communication.

In some instances a police officer will be called upon to help a person who is mentally unstable or emotionally upset. Such an encounter could require skills of a psychologist in understanding a person's situation and then communicating this understanding to the person. He may be called on to counsel juveniles or even attempt to resolve a tense family dispute.

These and other similar situations require of the police officer specialized communication competencies.

Another area of interpersonal relations for which a police officer should be prepared is in the area of group dynamics. A policeman could be called upon to handle a small disturbance involving a few people. Deficient communication at this point could escalate this situation into a full-scale riot.

The previously cited areas are, perhaps, of a specialized nature. The day to day duties of a Chicago police officer require him to have a command of the English language. Even a relatively simple matter of giving directions requires concise and clear communication. In the criminal justice system, the police officer is required to testify in a court of law. If his report is not clear, accurate, and concise a smart trial lawyer could have a case thrown out to court and a criminal set free.

Finally, a police officer may be requested to speak at a public gathering for the purpose of public relations or information. This requires the officer to be able to prepare and present a speech. Obviously, if it is not well done, the image of the police department suffers and citizens may have a misconception or misunderstanding of an important area of concern.

This is a very superficial presentation of the communication competency needs of a Chicago police officer. However, it should give the reader an idea of the complexity of these needs and the education difficulties which may be encountered in attempting to meet them. Nevertheless, if the law enforcement segment of the criminal justice system is to function even more effectively and thereby provide better service to the community, effort should be made to do so.

FORUM REPORT: LAW ENFORCEMENT GROUP

Professor R. Victor Harnack
University of Illinois

We had a couple of very interesting sessions this morning. With us from the Chicago Police Department were Sergeant Bob McCann, Sergeant Bob Healey, and Dr. Robert Ferry.

We got into a variety of discussions, as one could well imagine. The first point that was brought home to us by the representatives of the Chicago Police Department was that the contact that the individual police officer has with the individual citizen who is in need of assistance

or who comes under police investigation of one sort or another, is a situation in which various communication skills and competencies are obviously rather important. I thought it was interesting that they stressed the ability to listen was perhaps the most important of the speech communication competencies that an officer might possess. After all, for the officer purse-snatching or burglary is an old thing. He has been through it many times. But for the private citizen who is involved, either the victim or the alleged offender, the offense may not be "old-hat" and, indeed, he needs someone to listen to him.

I am not going to try to summarize all the speech competencies that a police officer has to have because you can imagine what the majority of the remainder would be. I am just going to tell you a few things that came up in the session that I thought were particularly interesting.

First of all, the question was asked, "What could a student who is now getting a degree in speech communication expect in the way of an assignment if he went into the Chicago Police Department or any other police department?" Would they be wanting to make him a Sergeant or Lieutenant immediately and put him in charge of revolutionizing the police department? The answer to that would probably be "No." As a matter of fact a speech communication student would start as a probationary patrolman and work his way up through the civil service system. There is not, in most police departments, opportunity for lateral entry into the system, that is, going in immediately as a Sergeant or some other officer in which you could presumably put immediately to work the particular competencies that you had been acquiring over the past several years. So, the point was stressed that as the structure presently exists in most police departments, you would start at the bottom and if you advanced more rapidly it would be because you had learned to take tests (among other things) and perhaps passed your civil service exam somewhat more readily than those who had not had the benefit of learning how to take tests in college, (which may be indicative of the principal thing we teach in college).

Another critical point that came up was this: there appears to be a dichotomy between the police and the policed. A good deal of discussion centered around this particular kind of dichotomy, which results in a set of values held by citizens, another set of values held by police, and a consequent set of communication problems as they encounter one another both in their individual capacities and in their organizational capacities. We felt, those around the table, that we in the speech communication business ought to be in the position to contribute in at least a couple of ways. One is an obvious way of training our students in effective communication skills and participating in consultative training and/or direct training with police academies and/or police departments in job training of one sort or another. Also, we ought to participate in research work dealing with the varied communication phenomenon that are a part of this dichotomy between the police and the policed. I understand that Patrick Kennicott is already beginning some explorations and has some information on possible research work that might be done in this area. I must tell you, however, that one of the people reporting in this session said that four projects that had been approved for the new Safe Streets Legislation were scuttled by the time they got to the Governor's office, so maybe the human relations part of it isn't always thought of as important as the hardware part of the whole matter.

Finally, we in the profession are in a position to make a contribution by bringing to the attention of not only law enforcement agencies but other

agencies that deal with the public the fact that we are now beginning to understand a good deal more about language and language behaviors of various groups that make up the polyculture that we call America. We now have a pretty sturdy basis for being able to talk about language, ethnic languages and about cross-cultural communication. I think we are in the position to do some things that perhaps a few years ago we would not have been in the position to do.

Thus, if I could encapsule what I am trying to say, there are jobs, there are job opportunities, there is even money available for students who wish to study some of these issues related to law enforcement. However, the possibilities of even further development, I think, are just beginning to be explored and beginning to be comprehended by those of us in academia and those who are on the firing line (and no puns intended there).

SPEECH COMMUNICATION COMPETENCIES REQUIRED FOR A TELEPHONE COMPANY SERVICE REPRESENTATIVE

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In describing the communication skills required for the Service Representative, this paper is organized in the following sequence: definition of "Service Representative," areas of communication occuring on the job, communication skills required, the relationship of the training to the job, and the importance of speech communication ability for this career.

What is a Service Representative?

Service Representatives are employed by the business office of the telephone company to receive and handle all basic customer contacts. These contacts cover a wide range of subjects and involve negotiations on such matters as orders for service and equipment, inquiries, requests, complaints, and matters of billing and collection. Thus, Service Representatives serve a dual function: they act as the telephone company's official representative, speaking for the management in contacts with customers, and they serve as the customer's advocate within the business.

Within the Bell System, approximately 34,000 Service Representatives handle over twelve million customer transactions each month by telephone, mail, or in person. On a daily basis, each Service Representative will handle an average of thirty or forty phone calls from customers and engage in numerous contacts with employees in other departments or work groups.

In an age of increasing technology where the majority of customers dial directly to almost any telephone in the country, there are fewer occasions for conversation between customers and the telephone company's employees. The quality of Service Representatives' performance in handling customer contacts, therefore, has a significant effect on the customer's impressions of the phone company and its management. Service Representatives are expected to be courteous and helpful to all customers, regardless of the customer's attitude, manner or reactions. In addition, they must be flexible enough to handle a wide variety of calls and situations with proficiency.

Areas of Communication

Specific areas in which Service Representatives need to be able to communicate with customers include:

1. answering questions or inquiries both simple and complex; e.g. about items of service, bills, long distance calls or message units, company policies or practices, etc.
2. explaining rates and charges, including tariff regulations, covering a variety of services and equipment.
3. discussing complaints about any kind of problem or dissatisfaction, an overcharge, telephone out of order, an appointment date which the company has missed or cannot meet, anonymous calls, party line interference, service or equipment not available, a listing error in the directory, etc.
4. explaining the reasons why something which a customer has requested cannot be done.
5. describing the various items of telephone service and equipment available, including their features, how they can be used, and pointing out advantages in the customer's situation, explaining billing and encouraging him to "buy" the service.
6. questioning customers to obtain various types of information such as employment and credit information.
7. calling customers to make payment arrangements for overdue bills.
8. negotiating orders for service: installation of new main service, moves of existing service from one address to another or within the same premises; changes, additions or removal of supplemental equipment; complete disconnections of service, etc.

Communication Skills Required

In each customer contact, most of which are over the telephone, Service Representatives are expected to do the following:

1. express themselves (through choice of words, tone of voice, inflection) in such a way as to convey the company's interest in the customer and its desire to be helpful.
2. respond to requests in such a way that each customer will feel that his request is understood, his view point is appreciated, and that a sincere effort will be made to satisfy him.
3. answer questions clearly and concisely, making every effort to insure that the customer understands.
4. explain company policies and other matters in such a way as to build confidence in the company's fairness, reasonableness, and flexibility; when answers or explanations are not understood, initially, to restate and reword them (using different words, phrases, or combinations of words) until they are.
5. ask necessary questions in such a way that the questions are recognized as being reasonable and needed (not "nosey").
6. make suggestions that can benefit customers, using descriptive words which can create in their minds visual pictures of what is said.
7. discuss all matters with customers in a manner which is friendly, yet businesslike, and conveys an impression of individual attention to the customer.

8. speak clearly and distinctly, using language the customer will understand; also speak at a pace which "tunes in" with the customer's pace and mood.
9. avoid any impression of being curt, uninterested, inattentive, rude, impertinent.

On face-to-face contacts, "body language" becomes important to the extent that oral communication would be belied or not supported. Most of the same skills also apply to contacts with other employees. Attentiveness and comprehension, of course, are prerequisities for these communication skills.

Training for the Service Representative Job

The training of Service Representatives concentrates on the job knowledge required in performing not only the contact negotiating aspects of the job, but also related clerical, collection, record keeping and other skills. Initial training alone averages six to eight weeks. This consists of classroom practice and supervised work on the job. The initial course is designed to equip Service Representatives to handle approximately eighty-five percent of the situations they will encounter on the job. At the end of about one month on the job, additional formal training is given over a period of several months. Since speech styles develop over a long period of time, these are not easily alterable when employees come to us.

The Importance of Speech Communication Competencies for this Career

Since oral transactions with customers represent such a major and vitally important part of the total Service Representative job, a Service Representative's ability to communicate verbally ranks high as a job requirement. If applicants do not have this skill, they cannot be assigned to the Service Representative job. If Service Representatives on the job have communication difficulties which they cannot overcome, they cannot remain on this job. Lack of fluency in speech can also affect a Service Representative's opportunity for advancement to certain assignments.

FORUM REPORT: SERVICE REPRESENTATIVE GROUP

Myrv Christopherson
University of Wisconsin, Stevens Point

Two small groups of speech communication educators assembled to hear a very charming, attractive, knowledgable and articulate representative of the world's largest utility, Miss Flodean Marsh of A. T. & T., describe the career of a Service Representative in the Bell System.

The Service Representative, working in the telephone company business office, is the principal contact most consumers enjoy with the telephone company. In our discussion, we concluded that to be a successful Service Representative it would be well if the candidate is intelligent and knowledgable in reading, writing and arithemetic skills and can be satisfied by a salary ranging from $5,000 to $8,000 per year. In addition, it is desirable that a candidate be a high school business college or junior college graduate; like telephones, a variety of work, and people; and have the capacity to learn the "company way," take supervision and thrive on detail. The candidate must also be a good communicator. Approximately sixty percent of every working day is spent talking with people. Being a good communicator means that the Service Representative can:

1. be persuasive in gaining acceptance of company policies.
2. establish rapport with people with diverse identities, attitudes, problems and needs.
3. be courteous even under the most trying circumstances.
4. use acceptable English, especially in oral conversation.
5. play a dual advocate role--for the customer and for the company.

The primary reason for stressing these communicative competencies is the fact that the Service Representative is the principal contact most consumers have with the company.

Conference participants seemed to agree that many of these job skills, abilities and attitudes can probably be taught by speech communication educators, but certainly not exclusively by them and not exclusively in speech communication courses.

Especially valuable as preparation for the Service Representative career are learning experiences which facilitate the acquisition of:

1. clear, warm natural expression of the total person.
2. an elaborated code which can be read in a manner deemed acceptable by the public.
3. ability to communicate in a variety of interpersonal contexts, under a variety of constraints--personal and technological.
4. tolerance of differences in attitudes and behavior in a variety of people.
5. sensitivity to others needs.
6. effective skills in argumentation--capacity to provide good reasons, i.e. acceptable rationale or warrants for claims supported by relevant data.
7. good listening habits which aim at comprehensive and accurate listening, sometimes in "noisy" settings.
8. skills requisite to effective arbitration, negotiation, and conflict resolution.
9. capacity to invite credibility, trust, confidence.

In other discussions some participants suggested that we in the speech communication profession need to:

1. prepare students for the "real" world, i.e. the world of work.
2. help businessmen to recognize how speech communication is more

than platform speaking.

3. value the classroom and teacher as facilitator, not teller.

We have only begun, in the most general terms, to discover what the career specific speech communication competencies are. We are a long way from knowing how to facilitate acquisition of these skills in our own students.

COMMUNICATION SKILLS IN RETAIL SALES

J. E. Biron
Retail Training Manager
Montgomery Ward and Company

Traditionally, the word "salesman" has carried with it a certain image -- the fast-talking, fast-moving individual with a ready selection of glib phrases who could "convince an eskimo to buy an ice box." Sales communication meant persuasion, and not always the most refined type. In fact, persuasion, in many guises, has been a fairly recent national pastime, not just confined to the retail store or traveling salesman. Our schools of yesteryear sought to convince us that America was always best, bright and beautiful; our social agencies tried to influence us to do the "right thing;" our churches promoted their religions above all others; and, in the home, advice-giving was the rule.

The trend towards individual independence, however, has superseded this tendency of the American mind. Today, we seek facts, not advice, and we strive to make our own decisions. In our schools, we present all sides; our social agencies strive neither to condemn nor castigate; our churches attempt reasonable explanations for their flocks; and in our family life we seek answers for life today, discarding past solutions which no longer apply.

Retailing, too, has seen a great evolution in the approach to selling merchandise. No longer are we training our employees on a carnival "tell you what we're going to do" basis. We seek a meaningful dialogue, with the emphasis on dynamic interaction between customer and salesman.

The art of communication ranks high in the list of requirements for a professional salesperson. In combination with product knowledge, communication skills literally make the salesman or saleswoman. These skills separate the mere order-taker from the true seller of merchandise.

To further define the qualities we feel are vital communication competencies in a sales employer, let's walk through the steps involved in retail selling today, so that you can interpret our requirements.

Welcoming the Customer

Our customers need to feel that we're glad they decided to shop in our store. They need to receive a welcome that will reinforce their decision to buy. Thus we seek people who:

1. are friendly and interested in people and show it through their "body language," a smile, and warm greeting.
2. have a facility with simple, common courtesies of speech.

3. possess pleasing voice modulation and tonal quality.

Discovering the Customer's Needs

A salesperson must have the ability to ascertain effectively just what the customer needs. This is not as easy as it sounds. To do this:

1. He should be able to empathize with customers and appreciate their unique needs and wants. Customers give off cues and vibrations in their conversation which can be easily picked up by the individual who is truly in tune with others. Awareness is the key.
2. As well as being aware of the customer's varied personal feelings, moods, and desires, the successful salesperson must be cognizant of the nature of the community in which he lives -- its social and economic fortunes and ills -- and be able to relate to his customer's environment. In this manner, the all important TWO-WAY communication is further enhanced.
3. In addition, a salesperson must be able to "extemporize", to think on his feet, respond, and delve into the customer's psyche with well-chosen questions to elicit the information he wants.

Providing Information and Answering Questions

A salesperson will use all of his communication skills when giving information to the customers and answering their questions. He or she:

1. must be able to organize information about the product through an effective and honest presentation.
2. must be well-schooled in the vocabulary of the product, and be able to translate technical information into everyday language while at the same time using striking, evocative description.
3. must speak clearly, with good diction and grammar, when he is telling the customer about a product, so that his message gets across intact, the way he intended it.
4. must be, again, flexible and adaptive, able to follow shifts in the conversation. He should never have a "canned" or iron-clad sales pitch about the product.
5. have a clear and concise word delivery, enunciating his words so that the customer can receive information without strain.
6. finally, our potential salesman should develop effective mental habits which enable him to recall information about the full range of product selections available in the store. In this way, a salesman can "sell up" or sell additional items.

Bringing the Customer Back

With the careful use of communication skills, our salesman may or may not sell a product. But he will leave an impression with our customer, one which we spend millions of dollars to give, of an interested, friendly

store staffed by people who care about his needs and are able to provide him with merchandise. In addition, the simple eloquence of each salesperson's factual presentation will stay with our customer long after he has left our store, and call him back when he is again seeking a varied merchandise selection.

The World Ahead

In our fast-changing business, it is quite possible that our young retailer will move up from salesman to manager of his department. He will then be called on to undertake a number of responsibilities, most especially the instruction of his employees. He will guide their development through department meetings and other information presentations. In addition, in smaller communities success is often aided by the young retailer's involvement in civic affairs, and therefore he may be called on to give conventional speeches outside the store environment. Thus he will need expanded communication skills which will vary from those he used as a salesman.

Today's successful retailer trains and talks to those who work for him in a number of ways, via the use of aids such as training manuals, slide presentations, overhead transparencies, videotaped movies, even videotaped cassettes, as well as audio cassettes. He must know what methods to use and how to make his presentation effective, as routine business meetings supplemented or given entirely by slides, videotapes or other elaborate devices are becoming common. Even the simplest presentation often requires the use of that elemental tool, the "flip chart." These more sophisticated methods can often hold an audience's interest far longer than the most interesting lecturer as we're all programmed by television to expect movement and audio appeal in everything, even the most elemental training program.

In conclusion, therefore, a young person contemplating a retailing career should cover all of the bases, from effective two-way conversation skills to the use of sophisticated mechanical communication devices, if he or she wishes to insure success in the rapidly expanding area of modern merchandising.

FORUM REPORT: RETAIL SALES GROUP

Lois Leubitz
Evanston Township High School

Communicative skills are of primary importance for retail salesmen. The salesman serves as the store's front line for the customer--he must warmly greet the customer, perceive the customer's needs and wants, and ideally, satisfy those needs and wants through selling a product. In order to complete a sale, listening skills have been delineated as being of major importance for salesmen.

The day of the hard sale is now history. Sensitivity and tact are

essential for the salesman's repertoire if he is to be successful. Ethical responsibilities are legally reinforced through a battery of consumer protection laws. Technical "jargon" needs to be simplified as part of the salesman's obligations to clearly present his product.

While the development of public speaking skills can be of use to the future retail salesman, emphasis is placed on the liberal arts education--with particular concern for knowledge in psychology and sociology. A salesman also needs to be comfortable with many different types of people--ranging from his colleagues to customers to store managers. Also, Mr. Biron suggested that speech communication people could provide valuable services to retail salesmen by teaching them skills related to thinking quickly on their feet and improving interpersonal relations (specifically, salesmen need to be taught how to greet their customers warmly).

Some retail sales training programs have been responsive to McGregor's "theory" concept--they have acknowledged that man is not solely driven by financial greed and in that spirit traditionally lower position jobs have been given greater responsibilities. Communication problems are inherent in the process of re-classifying job descriptions. Wards has tried to alleviate some of these hierarchial problems through group "team" meetings--meetings designed to confront and hopefully solve problems.

Group meetings have also facilitated the emergence and promotion of "natural leaders"--individuals who may not have traveled as rapidly through the promotion system without the chance to participate in group meetings. This natural leader situation is of particular applicability to the bright individual who is hindered by having only a high school degree.

Further group team efforts to improve harmony among the employees have been the goal of encounter-sensitivity group sessions. While most of these sessions have been designed for upper management employees, they would also be useful at lower levels as well as for mixed levels of employees.

There is a need to develop measurements of evaluation of speech competencies in retail sales. At Wards, new employees are given evaluation tests and an interview after a certain period of service. Their speech abilities are judged upon interview responses. It would be profitable to investigate the existence (or lack of existence) between salesmen who possess effective communication skills and whether or not they have taken speech communication courses in high school or college.

COMMUNICATION SKILLS IN THE FIELD OF SALES

Irv Pfeiffer
Manager, Corporate College Relations
International Business Machines, Incorporated

Jack McCarthy
Manager, Professional Education
International Business Machines, Incorporated

Successful sales people in business must have a strong knowledge of the product or service they offer. When you consider the complexity of IBM data processing products and services this knowledge is even more important. Our sales representatives need to understand the operation and capabilities of our products and services. They must know how these products and services can be used to provide specific solutions for our customers. The training program for our sales representatives may last from one to two years and is designed to provide the knowledge they need in these important areas.

There are speech communication competencies that are important to a successful IBM sales career. These characteristics can be the result of the training IBM provides. However, college courses should be able to address these areas in an effective manner.

These characteristics include:

1. Enthusiasm/Animation: To motivate other people, many times it is necessary to appeal to their emotions. Get them excited. Enthusiasm on the part of the sales representative helps to convey his belief in the product or service he offers.
2. Confidence: The attitude of confidence is also important. If the salesman is not confident, how can he expect the customer to be confident? Knowledge provides the basis for the confidence.
3. Sensitivity/Empathy: This characteristic can be translated as, "Put yourself in the customer's shoes." Recognizing the feelings of the customer and then relating them to the selling effort is sometimes difficult, but important.
4. Control/Direction: To meet the objectives of any customer contact, the sales representative must remember to keep the conversation progressing toward his objective. That conversation can by sidetracked and the sales representative needs to be alert to the possibility.
5. Verbal Expression: This key characteristic must not be overlooked. IBM representatives are conducting business with top executives. These executives use correct grammar and effectively express ideas. Accordingly, the sales representative needs the same capability if he is to maintain an effective relationship with his customer executives.

6. Professional Appearance: Again, because the salesman conducts business with top executives he must be certain his appearance is in keeping with the executive's idea of dress. Appearance should not distract from the relationship. If the sales representative does not have a good appearance it is going to be difficult for the executive to develop confidence and faith in the salesman's suggestions.

In all conversations it is necessary that salesmen remember to question and listen. It is easy for the knowledgable salesman to become so involved in telling his side of the story that he forgets to get reactions from his customer. The customer wants and needs to be certain the points are meaningful and valuable to the customer. Questioning and listening are skills the successful IBM salesman must learn and practice.

The question has been raised, "How does an employee's speech communication ability rank in a list of job competencies for the salesman's career?" Assuming knowledge of our products and services, speech communications ability is at the top of priorities for success. This is true for someone who continues his career in direct selling, or for the person who desires to go into management.

FORUM REPORT: CORPORATE SALES GROUP

Darrell Piersol
Director of Personnel and Administration
International Business Machines, Incorporated

Ladies and Gentlemen, we had two very different seminars. You would not have actually known that we were discussing the same topic during both sessions. So I will give you a capsule of both. As I do, I am going to try, in the five minutes that I have, to center on what I consider to be the key issues. I will not cover all the questions that were brought up at all, not that they were not important, but I think for the summary that we're going to disseminate, most people will be interested in what we consider to be the key elements that were stressed.

One of the first series of questions that emerged related to sales training. These questions were directed to Mr. Dave Visnaw, IBM Sales Instructor: "What kind of training do you give sales people when you are in an area of highly complex products like computers?" In response, he spoke of an eighteen to twenty-four month training sequence, which is, as you might expect, highly technical--not just learning the equipment, the machines, the accounting applications, but moving into computer language and the various approaches to programming. When you come to the last six months of training, after all that technical knowledge, somehow or other you have got to be able to communicate it to a layman, a person who does not know of "bits" of information, nor does he really care many times, and you are expected then to sort of unlearn some of that technical vocabulary and get ready to move into

studying the give-and-take of selling situations that you will meet.

Communication is a very important part of that curriculum. They have what they call a newly devised communication skills workshop. Those of you who have taught business and professional interviewing would be familiar with many of the techniques used in these workshops. The workshops employ, for instance, simulated situations in which students practice selling to very experienced IBM managers, managers who have been asked about every tough question you can think of. These managers take the part of the customer and try out these questions on the new students. Television cameras are used to record the simulated sales interview. In playback sessions, students are alerted to the nonverbal dimension of the communication, the expressions on the face, the movement of the hands, the moments when the salesman should have been silent but was (because he was nervous or ill at ease) talking rather than listening. Television helps very much with this aspect of communication training although we have not yet fully exploited its potential.

Then we had another series of questions and we really went in all directions with these. "What should the university do to help industry to meet their communication problems?" We did have differences of opinion. Part of our group thought that the university should develop more specialized education to prepare people for different types of businesses and different types of situations. Another even larger segment felt that this was not the responsibility of the university, that you could never meet the varying needs of the police force as they handle riots or a marketing man facing his situation etc. This group maintained that the university ought to spend its time working on broad communication theory that can be adapted to many situations and to some of the basic fundamentals that have been found effective in teaching poeple how to communicate, whether it is speaking within small groups on an interpersonal level, public speaking, or the type of speaking that people will actually be doing when they go out in the world to carry on their daily lives. I don't say the "real world" because I have been on and off the campus through my whole career, and believe me, the real world is as much on campus as anywhere else.

In summary, when the question was asked, "Does a person necessarily need speech training?", the answer was, "It helps." Our sales instructors are among the best salesmen we have. We place them in sales training at IBM for one or two years. Some former instructors are now senior executives of the Corporation. Our approach is to use the very best personnel we have in teaching because we think it is not only developmental but it is an inspiration to the young salesmen that are coming up through the ranks. The individual that chaired our session when asked that particular question replied: "It really doesn't matter how the person gets the speech skill. What we are going to measure is the result of what that person can produce. Whether he got communication training in college or whether he just happened to be good in communication makes no difference in the final result as long as he can do a good job. However, communication training should give an individual an edge and a good head start in being successful in a sales career."

SPEECH COMMUNICATION COMPETENCIES REQUIRED FOR SEARS MANAGEMENT

Harold Hinshaw
Recruiting Director, Midwest Territory
Sears, Roebuck and Company

One of the primary prerequisites, among many, for consideration for the Sears Management Training Program is oral communication. By this we mean to what extent does the individual possess the verbal skills (good diction, fluency, vocabulary, grammar and articulateness) necessary to make him an effective speaker.

There is, in our experience, no single formula for effective communication and yet we know that many of our successful management people have enhanced their careers by their ability to express their thoughts and ideas in a very positive and persuasive manner. They must also have the potential ability, as their mechanical talents develop, to be competent to transmit verbally their retail skills and knowledge to others. Communication by objectives (saying what we mean) is the yardstick for productive performance at Sears and those people with the ability to say what they mean usually have the best results. The objective of verbal communication in this case is to put across the clearest possible expression of what people are to do within an appropriate, facilitating atmosphere.

In effective communication, nothing can be taken for granted. A poorly-thought message has as many interpretations as there are interpreters. Consequently, failure to make a message explicit usually means that inaccurate communication has taken place.

Speech skills are of great importance because managers are requested to speak to large groups in every phase of their career. Many times the image of Sears is reflected through the Sears executive speaking to his employees, fellow management personnel, upper management and public speaking engagements (community relations, etc.).

FORUM REPORT: BUSINESS MANAGEMENT GROUP

Darlyn R. Wolvin
Prince George's Community College

Mr. Harold Hinshaw, Recruiting Director, Midwest Territory, Sears and Roebuck and Company, said: "Business and academia need some communication, because now they have none." Mr. Hinshaw came to help us begin to bridge that obvious communication gap by serving as spokesman in the Business Management Forum Session.

During the two career forum sessions, we tried to address ourselves to two basic questions. The first: "What speech communication competencies are required for an effective Business Manager?" The resulting

discussions indicated that speech competencies are important in obtaining employment as well as functioning within the job.

The following were identified as being important aspects of the business employment interview: previous involvement; enthusiasm; past experience; effective interaction with others; the ability to make yourself understood; and a good verbal flow (articulate and fluent).

Once one obtains a business management position, our discussion groups decided that the following are important speech competencies:

1. an understanding of nonverbal communication or "cue sense."
2. a keen language-consciousness, an appreciation of the strengths and weaknesses of linguistic behavior.
3. listening.
4. intrapersonal communication, particularly aspects of self-awareness and the understanding of one's own biases.
5. an understanding of small group processes.
6. leadership.
7. effective verbal expression (including fluency, diction, articulation, confidence, enthusiasm).
8. interpersonal communication, particularly the aspects of defensiveness, alienation, establishing rapport, and understanding human relations.
9. the persuasive process.
10. situational analysis.

Our discussion groups also dealt with a second major question: "In terms of total job competencies, where do speech communication competencies rank?" Mr. Hinshaw felt that the ranking depends on the managerial job. For example, in a recruitment position, speech communication competencies would rank as number one; whereas, in a store manager's position, they would be among the top five competencies, although not number one. He felt that speech communication competencies were definitely a major determinant in getting a managerial position.

In addition to answering the two major questions, the discussion groups evolved some other important informational statements. They decided that:

1. Little communication training is presently being provided on the job. So, it is up to the educational institutions to prepare people in communication before they enter the business world.
2. Speech communication training should continue after the manager is on the job. For example, an awareness of minority cultures and communication patterns could help the business manager do his work more effectively. On-going communication education can effectively help, then, in many areas.
3. An understanding of interview theory and skills would be a definite asset to the person seeking a management position in business.
4. More work needs to be done in the area of organizational communication, both in educational institutions through course work and in business itself.

It is apparent, from our career forum sessions, that the speech

communication field could play a vital role in the preparation of people to function in the business world. The challenge to us is to develop a program of pre-service an in-service training that will best develop the communication competencies required in the field.

SPEECH COMMUNICATION SKILLS FOR TEACHERS: ACCENTING VERBAL TEACHING BEHAVIOR

Beecham Robinson
Director, Learning Center
University of Wisconsin, Parkside

In my judgment, speech communication skills, academic skills, and management skills are subordinate to the competencies of understanding human nature and the helping relationship.

Traditionally, teacher training has focused on the teacher as a talker rather than as a helper. In a helping relationship the teacher listens a great deal to what the students say, question, and feel; and talks a little about how all that relates to the course content. A teacher as talker spends a great deal of time talking about the course content and listens a little to what the students say, question, and feel.

Whether teacher as talker or teacher as helper, the basic instructional tool is still language, which places speech communication skills very high in a list of job competencies. Most teaching from first grade through graduate school can be described in one sentence: "Teaching is speaking." This can be supported with all the evidence we wish from Flanders, Amidon, Bales and others who have shown that if we eavesdropped on classes better than seven chances out of ten we would hear a teacher's voice, regardless of the size of the class. These researchers have not determined that "Learning is listening," however. Quite the contrary.

In Galvin and Book's Speech Communications, they say, "Persons (sources and receivers), not words (messages), have priority. Judgment implies a constructive feedback. Process, not product, is the key." If prospective teachers can learn to value these ideas they will have a good chance to succeed. Learning to use speech communication skills will improve their chances even more.

I do not know how educators dealt with specific teaching behaviors before Flanders, Amidon, Allen, Ryan, Bush and others completed their studies. But since their research we can say a great deal about what teachers need to do with their verbal behavior if they wish to become more effective. There are probably many good sources for what teachers should do with their nonverbal behavior as well, but I will not deal with that here.

Flanders and Amidon say that there are seven possible verbal behaviors for teachers: 1.) accepting students' feelings, 2.) praising and encouraging students, 3.) using students' ideas, 4.) asking students questions, 5.) lecturing, 6.) giving directions, and 7.) criticizing. They refer to the first three behaviors as "indirect teacher talk" and the last four as

"direct teacher talk." Their research indicated that teacher preparation programs have done a good job of training teachers to lecture, to give directions, and to criticize. Their studies show that teachers use these well and more often than the other verbal behaviors available to them. Flanders and Amidon are not opposed to the use of direct teacher talk, but they do feel that teachers should become as fluent in the use of indirect teacher talk. Their research indicates that if teachers wish to produce students who are more independent, creative, self-directive, critical thinking, and responsible, they should attain a better balance between direct and indirect teacher talk.

When Allen, Ryan and Bush developed the micro-teaching program they included some specific teaching skills for indirect teacher talk. They said that there were five skill clusters needed by teachers: 1.) response repertoire, 2.) questioning skills, 3.) creating student involvement, 4.) increasing student participation, and 5.) presentation skills. Skill clusters two, three, and four provide some practice in using verbal skills teachers need to use more.

Teachers definitely need to be good questioners. They need to be able to ask many questions and many different kinds of questions. As well as being able to ask simple recall questions and probing questions, the teacher needs to be especially skillful at asking higher order questions. These types of questions encourage the student to think and to apply what he knows. Higher order questions call for: evaluations, problem solving, comparisons, applications of concepts or principles, inferences, and cause and effect relationships.

As well as being a good questioner the teacher needs to be skilled at creating student involvement. In micro-teaching terms this means that the teacher should also be able to perform these two skills: set induction, which is preparing students for learning and establishing communication between students and teacher; and stimulus variation, which has six behaviors that are definitely related to communication skills: gesturing, focusing, pausing, shifting sensory channels, shifting interaction styles, and movement.

It might be well to underscore "pausing" in this series since Flanders and Amidon see a definite need for teachers to become more skillful in their use of silence. They feel that teachers should learn to wait longer after they ask a question before asking it again or rephrasing it or being critical.

Finally, the skill cluster of "increasing student participation" has four teaching behaviors in it. They are: reinforcement, recognizing attending behavior, silence and nonverbal cues, and cueing. These are subsets of what Flanders and Amidon would call accepting students' feelings, praise and encouragement, and using students' ideas.

Accenting these three skill clusters and comparing them to Flanders indirect teacher talk categories is not to imply that the skill clusters of both response and presentation skills are not important for prospective career teachers. It is to imply that teacher preparation, as it is today, seems to be preparing teachers adequately in the response and presentation skills while it does not appear to be so nearly effective in the others.

I am enthusiastic about speech training for teachers, especially the speech communication skills that compliment the helping relationship

mentioned earlier in the paper. I repeat this to remind us that we need more than skilled speech communicators as teachers in the schools. We need,first and foremost, persons who are competent in the area of human nature and who are sincere and able helpers. The chances of teachers becoming able helpers are really multiplied if they have had good speech communication training in the behaviors Flanders and Amidon call indirect teacher talk, and in what Ryan, Allen and Bush call the skill clusters of questioning, creating involvement, and increasing student participation.

FORUM REPORT: TEACHING GROUP

Patricia Baudendistel
Forest View High School

Both our groups were very responsive, though they went in two very different directions. Members posed many questions, and there were several disagreements. This is my selective perception of the proceedings.

The first group was concerned primarily with teacher-training and with verbal behaviors which facilitate learning. The group cited the need to give praise and encouragement rather than criticism and advocated using effective questioning instead of lecturing. Members stressed the importance of using students' ideas and accepting students' feelings. The group agreed that a teacher needs a wide variety of verbal behaviors. Members felt that we should take the teacher who has a strong knowledge and love of her subject and give her inductive skills, thereby increasing her repertoire.

Members discussed the need for teachers who are comfortable with silence. Noise and talk levels are not necessarily indices of participation. We need real ways of judging whether students are involved. We need the teacher who is willing and able to ask a question and then promise herself that she will not be the next to speak. Remember, studies show that usually only two seconds elapse between a teacher's question and a student's response, and that should a third second elapse, the teacher is likely to rephrase the question or criticize the student.

Our first teaching group identified a serious lack of cooperation between our schools of speech and our schools of education. We groped with this for a long time and failed to arrive at a solution. Members felt that we are losing ground in terms of providing opportunities for teaching teachers communication skills. We should make a concerted effort to remedy this situation.

The members felt that, unfortunately, there is often a dichotomy between preparing student teachers for the real world and preparing them for the world we feel should exist in our schools. Members expressed a desire to give student teachers the tools they will need to survive in our schools as they are today and also the new skills they will need in order to change or better our schools for tomorrow.

The second teaching group debated the following question: Is it

appropriate for teachers to be in the affective domain when they are teaching? Members defined an "affective teacher" as one who considers other persons' ideas and feelings to be at least as important as her own. The group agreed that we lack a vocabulary with which to discuss the affective domain with any degree of competence. Members felt that very often when we talk in the affective domain and make judgements, we are highly subjective. We struggled to answer these questions: How might we set up a criterion for reading affective responses accurately? What nonverbal cues can we trust? Does a student's response, "This is a dumb assignment" mean, "My parents are getting a divorce, and I'm really unhappy today."? Or does it mean, "This is a dumb assignment." or "I really don't like you, teacher."? The only definitive statement the group could make was that we must use the affective domain as a means rather than as an end.

Finally, the group discussed the belief that all teachers should not teach all students. A large part of the group advocated diversification of teacher-training, such that some teachers would be trained for work in the inner cities, others for work in the suburbs. Some teachers would be trained to work with black students, others with Spanish speaking students. Perhaps there is a need early in a teacher's training to indicate with which culture she would like to work so that she can be channeled into the appropriate study program.

Dr. Robinson used the word "miracle" several times in our sessions and urged us to "make miracles happen." In my judgment, the important thing about the teaching forums was not that we asked a lot of questions that we could not answer, not that at times we were very much in disagreement, but that we had forty teachers who are willing to struggle to "make miracles happen." We had forty teachers who are willing to put forth the energy, forty teachers who really care. That speaks highly of our organization!

PART III: IMPLEMENTATION SESSIONS

The directions for the seventies in the field of speech communication are explored in this section by focusing concern in the following areas: Junior and Senior High Schools, Community Colleges, Colleges and Universities, and Applied and Basic Research.

Using multiple inputs from scholars and researchers in the various fields, Professors Allen, Muchmore, Brilhart, Jandt, and Richetto summarize Summer Conference Implementation Session discussions, and report objectives and proposals that may have far-reaching influence upon the teaching of communication throughout the United States.

Among the recommendations that re-occur in the reports that follow are:

1. The definition of career education needs to be clarified relative to the field of speech communication.
2. The teaching of speech communication needs to become more responsive to the "real" world of work.
3. Intra, interpersonal, dyadic, and non-verbal communication, listening, and the processes of communication should take precedence over traditional platform speaking in the speech communication curriculum.
4. Student options should be available and opportunities for interaction with other disciplines as well as business and industry should be a part of a typical speech communication course.
5. The profession and the SCA should examine multiple career opportunities that may exist for students in speech communication and help students realize and utilize their skills and abilities to apply to a greater number of jobs in business and industry.

INSTRUCTIONAL PLANNING: JUNIOR AND SENIOR HIGH SCHOOLS

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It is often said these days that education is a process, not a product. The same thing should be said about conferences. The pages which follow are a product of the Junior and Senior High School Instructional Planning Implementation Session. The process was much more than these pages reflect.

Input Phase

The Implementation Session began with an input phase consisting of three twelve to fifteen minute speeches and a forum period. The speakers were selected because of their experience with career oriented secondary school speech communication courses.

Dr. Kathy Galvin of Evanston (Illinois) Township High School spoke of "The Nature of Secondary School Vocational and Career Education Programs." She began by discussing the kinds of vocational education programs that one might find in the contemporary high school: office occupations (OO), agricultural occupations (AO), diversified occupations, (DO), home economics related occupations (HERO), distributive education (DE), and vocational experience (VE).

Recognizing that teachers of elective speech communication courses have tended to work with college-bound rather than career-bound students, Dr. Galvin identified some issues which become important when teaching speech communication to the career-bound student. The first concept involves self-concept. Noncollege-bound students tend to have low self-concepts even though they may hold very responsible positions in the world of work. Responsible speech communication instruction should seek to increase the students' sense of worth. The second issue involves ethics and is captured by the student question "How much do I have to pretend to succeed in the career world?" The third issue, somewhat related to the second, involves language change. Speech communication teachers often recommend that students learn and use standard American speech in preparation for careers. However, many would challenge our right to suggest that people change their language for the world of work. Turning finally to the directions we may take in career oriented speech communication instruction, Dr. Galvin identified four options: we can integrate new experiences with the old curriculum, we can devise new courses, we can serve as consultants/team teachers working within the established vocational preparations programs, and we can develop materials (print and non-print) to be used by students in independent work.

The second speaker, Lucia Peele of Boltwood School, Evanston, Illinois Township directed her attention to "Career Communication Needs of Contemporary High School Students." She spoke specifically

about the needs of students who are not college-bound. Such students, she observed, know little about the world of work although they will soon be entering it. They know they will be seeking jobs but they are naive in their understanding of the requirements of work. For example, girls expect to become secretaries although they cannot type or answer a phone correctly. Few students have any real notion of what employers look for. This being the case, students must be taught very basic skills: how to look for a job, reading advertisements, how to fill out applications, how to interview--what to say and what not to say. Although such students should be taught additional salable skills, they should also learn to sell what skills they already have. Speech communication instruction may help such students to locate their selling points. But more, speech communication instruction can develop important communication competencies which are relevant to the world of work: the ability to listen to and to follow directions, the ability to "pick up" implied meanings, the ability to solve problems, the ability to carry on dialogue with other employees, managers and supervisors, and the ability to express and defend their points of view.

The final speaker, Darlene Kackley of Hammond (Indiana) Vocational and Technical High School, discussed the "Speech Communication Course in the Vocational/Technical High School." Mrs. Kackley began with a brief description of the school she represented. As an area vocational school, Hammond Vocational/Technical High School combines academic course offerings with career specialization. Students are required to complete twenty-two hours of shop work in addition to academic requirements. Sixty-five percent of the seniors have outside jobs. Only twenty percent of the students go on to college or advanced technical training. The majority of students, following graduation, select positions related to the occupational cluster in which they chose specialization.

Teachers of academic subjects feel a great responsibility for making their instruction relevant to the world or work. In a sense, all courses are career oriented. In teaching speech in the English curriculum, Mrs. Kackley noted the ease with which career relevant activities may be enmeshed within instruction in speech communication. Shops and jobs are a rich area of subject matter for student activities and speeches. Students may present informative speeches about part-time jobs, the potential of certain jobs, or how to select a career. Students may work with audiovisual media in presenting multi-media career descriptions. Students may interview each other about their work experiences. In conclusion, Mrs. Kackley encouraged speech communication teachers to communicate with individuals and agencies who can provide information and guidance: vocational teachers, employers, guidance counselors, and state vocational education departments.

Deliberative Phase

Following the Input Phase, participants were divided into two working groups. Each group was asked to discuss two questions: "What is the relationship between career education and speech communication instruction in the secondary school?" and "How may the Speech Communication Association

facilitate the work of the secondary school speech communication teacher who is concerned with career education?" The statements which follow draw from written reports submitted by both working groups and oral reports presented at the final plenary session.

Career Education and Secondary School Communication Instruction.

If part of a teacher's obligation is to prepare students for their roles in society, there can be no doubt that career preparation should be a general objective of speech communication instruction in the secondary school. This challenge becomes increasingly significant with the realization that speech communication competencies are important in most, if not all, careers and that most failures may be linked, at least in part, to failures in speech communication competencies. Additionally, since many students feel that work is inherently more important than school, the speech communication teacher is well advised to seek and integration of the two worlds.

This is not to suggest that speech communication instruction should become less responsive to the needs of students in their worlds of leisure and in their own personal lives. Speech communication courses should encourage the development of whole, integrated persons capable of the basic communication skills and therefore better able to adapt to the ever-changing worlds of work, play, and everyday interaction.

The challenges of career education need not lead to significantly revamped school speech communication curricula. We need not invent whole new courses if our present courses are directed toward the development of vital speech communication competencies. Rather, we can enmesh career education into our present courses through the judicious choice of instructional materials and activities.

This approach is based on two assumptions. First, it assumes that secondary school speech communication teachers are capable of a careful reevaluation of their existing programs. Illustrative of the general speech communication competencies that a modern speech communication curricula should seek to develop are the following:

1. awareness of and sensitivity to interpersonal messages.
2. knowledge and interpretation of nonverbal cues.
3. ability to respond to and use appropriate levels of language.
4. ability to recognize and use dynamic group processes for problem-solving, decision-making.

Second, this approach assumes that speech communication teachers can choose materials and activities which are relevant to the world of work. Most participants favor the use of businessmen and other representatives from the world of work as resource personnel. Most participants also encouraged the selection of learning activities with obvious work implications: e.g., while studying nonverbal communication, students would analyze real or role-played job interviews; or while studying paralinguistic aspects of communication, students would analyze the vocal behaviors of a number of switchboard operators at local businesses.

Many participants also saw career education as a cause which could enhance the position of speech communication in the secondary school

curriculum and the influence of the speech communication teacher in the secondary school. Employers and parents, convinced of the importance of speech communication competencies in the world of work, could help to persuade school boards and school administrators of the need for more speech communication instruction in the secondary school. Similarly, teachers of other subjects, aware of the role of speech communication in the world of work, might seek counsel from the speech communication teacher; e.g., during a unit of the preschool child in a Family Living course, the speech communication teacher might offer assistance in planning activities involving story telling and the reading of children's literature; or in the Distributive Education sequence, the speech communication teacher might help structure a unit or units on organizational communication. Additionally, since speech communication competencies are of immense importance in the career of teaching, the speech communication teacher may wish to serve as a communication consultant in the high school system. Through cooperation with other teachers, the secondary school communication teacher may use his/her knowledge and training to serve the high school community more effectively.

Directions in Program Development and Dissemination

The SCA convention workshop in career education revealed to the high school workshops participants a number of points of concern. The most distressing revelations included our present unpreparedness (a) to define skills demanded by the business world, (b) to teach to those skills, and (c) to evaluate successful teaching of those skills. To many of the participants there appeared to be many real gaps between what is taught and what is needed; between the present concerns of the speech communication field and the perception of the field by the public; and between what speech communication teachers have been trained to teach and what is asked of them, not only by career education planners, but also by the traditional school systems.

To deal with these points of concern the workshop participants suggested a number of worthwhile projects which the Speech Communication Association might implement.

An initial problem for the workshop participants was a workable definition of "career education." Although a vague idea of its meaning was held by the participants, the feeling was expressed that the SCA could and should provide a more concrete definition to be used as a basis for further planning and implementation of programs. We sense that it is more than the present vocational education programs, but "how much more" and "in which directions" has not been answered.

Workshop members suggested that a number of questions could be fruitfully studied by SCA groups, the results of which would prove useful to high school teachers: 1) a study of the adjustments needed in the average speech communication class to shift the emphasis to career education; 2) an in-depth study of the relative merits of readjustment of present speech communication courses and/or the introduction of courses designed specifically to emphasize career education; 3) consideration of the ramifications of a career education emphasis--(a) would it produce a "too homogeneous" grouping? (b) would it overlap, interfere with, or supplement programs throughout the high school system?;

4) preparation of a study to investigate the integration of speech communication career skills with those of other language areas. How can language arts teachers all work together to improve the student's communication career skills?

A concern of the workshop participants was the speech communication teacher's new implied responsibility as a consultant in communication to other teachers in the high school system. Participants suggested that the SCA sponsor a study of the role of the speech communication teacher as a career communication consultant and develop workshops designed to prepare speech communication teachers to assume this new role.

Preparation of materials for classroom use was also suggested as a possible SCA contribution. The need for individualized instruction packets, texts, audiovisual materials, and curriculum guide suggestions was pointed out. The possibility of a survey and collection of curriculum materials from schools presently engaged in career education work was thought to be particularly helpful to those who would be involved in implementation of career education programs in their own schools.

Much enthusiasm for further convention work in career education was shown by the workshop participants and they favored the possible development of a division of career education in the SCA to continue reporting, workshop preparation, and steering functions at convention time.

One important function of the career education division might be an increased publicity campaign designed to inform the public of the functions of speech communication education in a high school curriculum and persuade the public of the importance of communication studies by all students. An attitudinal change is also needed among the speech communication teachers and their administrators. The development of futuristic career education oriented teachers who see the need for skills training of students in career areas requires that the long-standing traditional approach to speech as an "elitist-fine arts-performance" course be reevaluated and reworked. This, too, could be carried out by the career education division.

A strong call for increased cooperation between elementary, junior high, and high school levels was put forth by the session participants. So many of the skills required for more effective career communication appear to be most easily begun in the early school years. Yet so little coordinated effort is found between the different levels--some skills are totally ignored while other perhaps less useful are needlessly repeated to the obvious detriment of students.

The session participants saw the need for a new kind of training for speech communication teachers entering the field. As a powerful force among college speech communication educators, the SCA must act to bring the teacher preparatory schools to new programs of teacher education which stress career communication. Teachers must be prepared to teach interviewing, listening, interpersonal communication, problem-solving, questioning, and the many other verbal and nonverbal skills which their students will need to lead self-fulfilling lives. To continue to educate speech communication teachers for the traditional elitist-fine arts-performance classes would be to do them a great disservice.

In devising new guidelines for teacher preparation, the SCA should communicate with teachers. We should ask secondary school teachers to provide feedback concerning the quality of the teacher training they received. Those working in the profession should be given a stronger voice in determining the standards of that profession.

The SCA should devise programs for in-service training of speech communication teachers currently in the field. One such program would involve the formation of a Speech Communication Advisory Council. The names of high school teachers who are willing to serve in advisory and in-service capacities could be published according to state and/or region. New teachers and teachers new to a geographic region could turn to members of the Council for assistance.

Though these suggestions are by no means exhaustive, it is hoped that they provide the SCA with some beginnings for follow-up efforts in career education. Many participants felt more real involvement of high school teachers in this conference than in any previous SCA undertaking. But it is only a beginning.

Microteaching Phase

Both working groups were also given the opportunity of engaging in a microteaching session with six students from the summer institute sponsored by Northwestern University. Each working group was instructed to identify a cluster of performance objectives related to speech communication instruction in career education, to devise instructional strategies which enable the achievement of these goals, and to develop post-instructional assessment procedures to measure the achievement of the objectives. Both microteaching sessions were recorded on videotape.

One of the groups chose objectives related to problem-solving. The second group chose objectives related to interviewing. While it is not possible to reproduce these microteaching sessions in print, it may be informative to present the initial list of behaviorally oriented objectives prepared by one of the groups. The following objectives were prepared by the group concerned with the interviewing.

1. The students will define "nonverbal cues" in their own words, and will then list five examples found in the videotape replay of an interview situation. An adequate definition of nonverbal cues will include mention of (a) body movement, (b) gestures, (c) facial expressions.
2. The students, given (a) a video taped segment, or (b) a photograph, or (c) a prepared environment, will identify those aspects of the given environment which give cues about the occupant of the environment. (Offices of prospective employers will be used.)
3. The student will evaluate the ethical dilemmas of a job applicant and will make decisions about his own projected behavior in the situation presented to him through role-play, taped reproduction, or written explanation. The student will decide his own stand on (a) verbal interview truthfulness and (b) nonverbal truthfulness as evidenced in behavior and personal appearance.

4. The student, upon viewing an interview situation, will point out the effects of the spatial arrangement of the interviewer and the interviewee within the office environment. The student must make reference to the distance, furniture placement, and blocking pieces of the environment and must indicate three effects on the interview situation. (These effects might be on the warmth, friendliness, business-like qualities, competitive-cooperative atmosphere, etc.)
5. The student, upon viewing an interview situation, will analyze the questions of the interviewer and decide the clearest, most ethical answer to the questions which the student, himself, might give in a similar situation.
6. The student, upon viewing an interview situation, will list and explain the words and phrases in the questions asked by the interviewer which might lead to misunderstanding of the questions asked. The student will list and explain at least five examples.
7. The student, upon viewing an interview situation, will listen to the questions of the interviewer and repeat them with efficiency. Efficiency can be defined as capturing the idea and spirit of the original so that it will elicit the same type of response as the original.
8. The student will be able to list ten questions which he personally needs to have answered to decide if a job is right for him. These questions will be developed by the student in independent work.

While these objectives may not please the behavioral objective purist, they should suggest that speech communication instruction may be made relevant to the world of work.

This paper has not captured the spirit of teams of experienced teachers working together in the planning of instruction. Neither has it captured the fun of the moment when teachers and students come together in dynamic interaction. But we will know what you cannot know.

INSTRUCTIONAL PLANNING: COMMUNITY COLLEGES

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William Rainey Harper College

In his book Freedom to Learn, Carl Rogers observes, "I find that another way of learning for me is to state my own uncertainties, to try to clarify my puzzlements, and thus get closer to the meaning that my experiences actually seem to have." If there is any certainty involved in a conference such as this one, it resides in the fact that participants are certain to state and share their puzzlements and uncertainties. Such sharing does give meaning and perspective to the experiences of those involved.

The primary aim of this report will be to offer a summary of the discussions which grew out of the sharing of puzzlements and uncertainties during the two implementation sessions. The variety of opinions held by the discussants, as well as the magnitude of the tasks facing them, would make any final, formal statement presumptuous. The comments offered in this report should be considered a modest step toward such a statement.

Historically, the community college, particularly the public supported community college, has made a philosophical and financial commitment to the concept of career education. This commitment has had a pervasive influence in the curriculum of the community college. Students who are thoroughly committed to specific career options share classes with students who hold equally strong commitments to a transfer program. Accordingly, the community college will almost inevitably meet the challenge that formed the basis for this conference program.

The community college interest group drew heavily upon this experience in the implementation sessions. In addition to employing the professional expertise of the individual members of the group, the community college interest group heard a presentation by a group of students from Chicago's Central YMCA Community College. These two sources of information were combined with the position papers and remarks of the representatives of the career areas to furnish the basis for the implementation sessions.

The report will first focus on the input provided by the student group; then, offer a summary of the community college interest group's observations concerning each of the three tasks provided by the conference planners. Finally, the report will offer a brief set of conclusions.

Input Phase

Six community college students responded to three questions: (1) What is your career interest? (2) What is your perception of the role of speech communication education in that career? (3) What types of

experiences would you label most valuable and least valuable in a speech communication class?

The remarks of the students were most valuable, both for their explicit and implicit content. The variety of career-orientations reflected by the students emphasized the fact that "career education" is a broad term, perhaps more than educators generally concede, and that career education must not be perceived as a compensatory program antithetical to an academic program.

Each of the students expressed awareness of the importance of speech communication to effective participation in their career choice. Likewise, the comments of the students made clear their realization of the integrative nature of speech communication; that is, that speech communication is inseparable from one's career aspirations whether he be preparing, as one of the participants suggested, to be a doctor, lawyer, cashier or bus driver.

In response to the question concerning "most valuable" and "least valuable" activities, the students were consistent in several areas. First, they emphasized the value of an experiential approach in an initial course, The students, particularly the two foreign students, recommended "team" approaches to activities. Additionally, the students suggested emphasis on dyadic and small group experiences. Further, they recommended that the initial course give attention to the effect of cultural differences on communication. With respect to the "least valuable" activities, the students counseled against too rigid a format and suggested that the course be structured in such a manner as to provide options to the student.

As the introduction noted, the implementation sessions also drew heavily on the experiences of the members of the group. It seems unnecessary to review that experience in detailed terms. The fact, however, that all of the participants had encountered students who were in career programs did have significant bearing on the group discussions.

Deliberative Phase

The contents of the Input Phase furnished a point of departure for the two working groups. Each of these groups was asked to perform three tasks: (1) to develop a statement defining the relationship between speech communication education and career education; (2) to develop a statement specifying the contributions SCA could make to the community college, especially with respect to career education; and (3) to develop a collection of instructional objectives and associated instructional strategies for accomplishing these objectives.

The following statements are abstracted from the record submitted by the two working groups and constitute tentative responses to those tasks.

The Relationship Between Career Education and Speech Communication at the Community College Level

The aforementioned philosophical and financial commitment to career programs almost requires that the community college speech instructor be

concerned with the role of the speech program in career education. Despite such concern, the specific nature of the relationship which exists between career education and speech communication education is not yet clearly defined. The following statement did emerge: There is an important relationship between speech communication and career education in community colleges. In those career areas where speech communication skills play a vital function, the future success of a student in his career may be enhanced by the acquisition of those skills which the speech communication classes should provide. Furthermore, speech communication courses should provide career students with those communication skills which will enable them to develop their ability to interact effectively in everyday life.

The discussion which surrounded this statement imposed some rather vital qualifying comment. The statement itself suggests that the responsibility incumbent upon the speech instructor is that of making career education planners aware of the relationship. The members of that group emphasized that many speech communication skills transcend particular career boundaries and that the ideal primary objective of the speech communication program should be to develop functioning sensitive communicators rather than that of tailoring classes to specific needs of specific career areas. Further, the group suggested that those universal communication concepts should precede and furnish a basis for instruction that would deal with the communication needs of specific career areas.

Such a position seemed quite consistent with the observations furnished by representatives of career areas. Many of the career spokesmen observed that the college speech experience should be a general one, and that the particular industry or profession could provide those skills which were unique to the particular career. A first course, then, should concentrate on exploring the dynamics of verbal and nonverbal communication. Subsequent course work would focus on the speech communication needs of broad career areas.

The SCA, Career Education and the Community College Speech Instructor.

The discussion surrounding the second question was quite spirited. Comments and, ultimately, the statements of the group tended to fall into two categories: The discussants were obviously concerned about the SCA, career education and the community college speech instructor. They were equally concerned about the SCA and the community college speech instructor. The statement which emerged consists of a series of recommendations:

1. The SCA should continue to develop a catalogue of communication-related activities in industrial/career settings.
2. The SCA should consider the possibility of developing a roster of individuals who might serve as in-service training leaders. This roster would include both general speech communication specialists and individuals with career education interests.
3. The SCA should continue to try to develop viable means of teacher exchanges as well as working to develop opportunities

for teacher internships in industrial/career settings.
4. The SCA should develop and disseminate bibliographies which offer combined attention to career education and the community college.
5. The SCA might facilitate the development of a package of instructional objectives for the basic speech communication course in the community college.

In addition to these recommendations which reflect career education concerns, the group suggested that the SCA should consider the possibility of sponsoring a publication with a community college orientation, and that the SCA should attempt to provide community college representation on every board, committee and program of the organization.

The recommendations above were not unamimous. They were the product of a lengthy discussion during which the relationship of the community college teacher to the SCA was considered. There was considerable sentiment for the development of community college interest groups within the Association. There was, however, equally vocal dissent. The dissenting position held that the community college and the four year college/university have similarities outweighing differences, and the Association should not divide the groups.

Suggested Objectives and Strategies

The majority of those present felt it was important to determine the direction and extent of the course prior to developing instructional objectives and strategies. The following observations were generated:

1. The basic speech communication course should be humanistic in approach and general in objective. The course should stress self-awareness, perception, and sensitivity to human beings and human communication.
2. An experiential approach is a valuable approach, and certain of the exercises that are offered in the following section are useful. However, students must recognize principles, ideas and theories lest the experience be an empty one.
3. A significant outgrowth of the course may be that it alerts students to the complex and dynamic nature of the communication process, thus alerting them to the problems of oversimplification.

Any effort to assert that a group could actually plan the general structure of a course as well as specific instructional objectives and strategies in a two hour period would be suspect. Instead, working in concert, the two smaller groups developed a tentative, and broadly framed course structure, and developed into a series of sample objectives and strategies that might fit into that structure. The objectives that are reported are framed as teaching objectives rather than behavioral objectives because of the limits imposed by time.

A Sample Outline

I. Intrapersonal Communication
   A. Awareness and development of a positive self-concept

B. Awareness of selective preception and its effects on communication
C. Etcetera

II. Interpersonal Communication
A. The discussion process
B. The interviewing process
C. Listening skills
D. Nonverbal communication
E. Etcetera

III. Public Communication
A. Listening skills
B. Nonverbal skills
C. Message preparation skills
D. Delivery skills
E. Etcetera

The decision to employ the term "etcetera" as the terminal item in each unit emphasizes the tentativeness of the outline. Likewise, no one in the group would seek to claim originality for such a format. Such a plan does, however, place emphasis on the skills most frequently mentioned by the career forum leaders (specifically, listening and interviewing). Additionally, the approach reflects attention to both forum leader and student contentions that one-to-self situations are the situations in which the majority of communication will occur.

Some Sample Teaching Objectives and Strategies

An approach to listening received heavy attention. Prior to any effort to develop specific objectives, there was a brief discussion concerning the varied views about listening. The group emphasized that one may approach listening in (1) the cognitive sense; that is, training individuals to remember more of what they hear; (2) the perceptual sense; that is, making the individual sensitive to the effect of selective perception, and (3) the motivational sense; that is, heightening motivation for improved listening. The following teaching objectives reflect two of these varied approaches:

1. The teacher will furnish learning experiences which will reinforce awareness of the perceptual nature of the receiver's function in the communicative transaction.
2. The teacher will provide materials and activities that will intensify our abilities to employ listening skills. Among the types of exercises that one might employ in an effort to meet these objectives are sensory deprivation experiences, rumor exercises, direction exercises and presentational exercises which are recorded and played to subsequent groups with the deletion of the visual channel. In addition to these sorts of exercises, members of the group recommended such varied possibilities as Ella Erway's Listening: A Programmed Approach; McGraw-Hill's film Effective Listening; Dun and Bradstreet's listening program; the Xerox program as well as Ralph Nichol's many contributions.

In addition to brief attention to listening, the group discussed the possibility of a semantics unit, work concerning values, materials dealing with language, and consideration of the nature of the communicative process.

Conclusions

When considered in retrospect, the results of most conferences take on a much more modest tone than seemed to be the case during the discussion. Such is the case with this report. The fact that the excitement and involvement which were present in the discussion cannot be translated to the paper seems to reduce the accomplishments of the conference. Nevertheless, the accomplishments were many. Perhaps the most significant resides in the fact that such a large group of community college instructors met. The discovery that one's puzzlements and uncertainities are shared by others reinforces the importance of the activities that generate such uncertainity. The comments of the discussants made it clear that the questions concerning career education and speech communication are already matters of concern among community college, speech communication educators, and the varied and exciting suggestions that came during the conference gave hint that viable answers are possible.

INSTRUCTIONAL PLANNING: COLLEGES AND UNIVERSITIES

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The college and university group had a great challenge in implementing ideas from the forum sessions, since the present concept of career education appears to be very limited with respect to higher education. In the initial discussions, difficulties arose in relating career education to communication education in a way that would be distinct from relationships to vocational, technical and business communication education at the university level. Later discussions focused on communication behaviors needed by college students to enable them to make career decisions and to pursue career options. Although the preliminary discussions left members with feelings of uneasiness resulting from hazy definitions of career education, members began the input phase with the apparent agreement to attempt to delineate those career areas for which university students might prepare and the intra- and interpersonal communication skills associated with career choices.

Input Phase

The input phase consisted of four talks, each on a different area of career potential. The talks emphasized the communication behaviors associated with specific careers as they might be emphasized at the college level. Speakers were selected for their experiences in the university setting and in the field of career areas that they were discussing. Following are brief summaries of the talks presented by these experts.

Dr. Jon Blubaugh, Department of Speech and Director of Community Development, University of Kansas, Lawrence, spoke on the communication needs of those preparing for careers in community development and the relationship of these needs to college communication courses.

The focus of the community developer appears to be social action: people getting together and trying to solve problems in the social setting with the community developer as the expediter of this process. In this role the developer assumes a helping relationship of that of convener or change agent. In today's society, there appears to be a good job market for people with training in community development. The United Nations, for instance, needs to send representatives to foreign nations to work on problems as people in that community define them. Nationally, community developers are needed in Model Cities Programs, state governments, civil rights commissions, state officers which deal with resource or community development and as city government liaisons with various minority groups in local communities. Recently universities have initiated community development centers to use the resources of the universities to try to solve community problems. Other opportunities exist in private industries or social and religious agencies.

Communication appears to be the key to success as a community developer. Teachers helping college students to prepare for such careers might focus on the following requirements:

1. a fundamental understanding of the process of communication as it applies to community development.
2. attitudes and behavior related to successful communication with particular applications to handling inter-racial conflicts.
3. knowledge of the dynamics of problem solving and human relations within groups.
4. knowledge of communication in large and small groups within formal and informal settings.

The particular skills required for the processes of confrontation, persuasion and mediation needed by the community developer are:

1. presentation skills.
2. ability to relate to a wide variety of people.
3. ability to plan and conduct small group task and problem solving meetings.
4. human relations.
5. ability to train others.
6. ability to work and provide direction in ambiguous situations.
7. ability to face conflict and to act as a resource person in communication conflict situations.

Dr. Mark Knapp, Department of Speech Communication, Purdue University, Lafayette, Indiana, talked about communication needs of those preparing for careers in business and industry and the relationship of these needs to college communication courses. He stressed the fact that our business is communication, and that we need not couch communication principles in the contexts of organizational settings. Although the same communication principles can apply to different settings, universities often require specialized courses in business communication for people going into organizational contexts. While it is difficult to delineate a cluster of communication behaviors which characterize the effective supervisor, for example, there are some principles which cut across the various communication needs of people in business and industry. The person must:

1. recognize the complexity and situational nature of the interpersonal process.
2. behave according to the principle of supporting relationships.
3. demonstrate sensitivity and analytical skills.

Objectives for career education related to organizational communication can be drawn deductively from the foregoing principles. Also, the skills mentioned for the community developer can be subsumed under the communication processes utilized in organizational settings.

Dr. James Gibson, Department of Speech Communication, University of Missouri, Columbia, Missouri, talked about the relationships between the professions such as law and medicine to the communication courses taught at the college level. While most of the foregoing processes and skills discussed by preceding speakers were quite applicable to these professions,

medicine stressed some additional communication behaviors. Here, the skills involved in individual counseling, the therapeutic environment and group consultations would be heavily emphasized.

It was suggested that pre-medical curricula need to emphasize nonverbal communication, dyadic communication, information theory, general semantics concepts relating to individual meanings, with particular awareness of the communication stresses occuring between patient and doctor.

While attorneys share many of the same communication needs as other professionals, they have particular needs for communication courses which teach interviewing, cross examination, questioning techniques, principles of dealing with interpersonal conflicts, counseling and information seeking. These lists were not exhaustive due to the time pressures put upon the speakers. Both Dr. Gibson and Dr. Knapp stressed the commonality of communication processes and principles that could be emphasized in preparing students for various careers in college communication courses.

Dr. Belle Ruth Witkin, Director, Auditory Perceptual Training Project, Alameda County Schools, Hayward, California, and Chairman, SCA Task Force on Career Education, talked about some general means of assessing student needs in career oriented college communication courses. She stressed the fact that communication is necessary for all career areas and that there are unifying concepts that can be taught in all college courses.

One means of locating unifying concepts of communication is through a categorizations system such as that utilized by the Dictionary of Occupational Titles. Here the major components of jobs are characterized by the degree to which one has to handle data, people or things. There is a 0-9 scale for each job that shows the relative importance of each aspect to the job.

In the SCA Task Force, one of the problems is to identify the various components of communication competencies related to various jobs. It was suggested that some components might be:

1. the degree of responsibility or authority related to the job.
2. the level at which decision making occurs.
3. the time span of discretion, i.e., the maximum period of time demanded by the conditions of the job with respect to one's being able to tolerate making fresh decisions in the face of continuing uncertainty, and without review by a superior.
4. the level of information processing engaged in by the employee as a sender and a receiver.
5. the amount and degree of contact one has with others on the job.

The foregoing dimensions might be useful as cognitive input for college students. We need further analyses across jobs and categories to ascertain the utility of these variables. Furthermore, we must not underestimate the importance of communication in making career choices. Work on reticence and speech anxiety have shown the effects of these factors on decision making.

Speech communication courses are the best vehicles for helping students to make decisions for career choices and to follow through on those decisions.

Deliberative Phase

During the deliberative phase of the implementation sessions, participants divided into groups which were led by the four speakers who acted mainly as resource persons. Due to shift in time and interests, final reports were made by three groups. The tasks given to the groups were those assigned to the conference: (1) to discuss the relationship between speech communication and career education, (2) to formulate at least ten behavioral objectives and related strategies appropriate to the college level, and (3) to develop a statement regarding possible SCA contribution to the speech teacher concerned with career education at a particular educational level. Since many of the same concepts were the output of more than one group and for purposes of readibility, the output of the groups will be merged and reported under each of the issues discusses.

The Relationships Between Speech Communication and Career Education at the College Level.

In order to meet our career education responsibilities, we in speech communication must acquaint campuses, communities and businesses with what we can do for them:

1. The multiplicity of careers or life styles dependent upon communicative effectiveness should be taught and published.
2. The interdisciplinary and team teaching approaches to communication education should be promoted.
3. The fact that we are providing preparation for any career via service and in-service courses should be publicized. We should stress that this preparation involves many competencies in addition to public address.
4. The present emphasis on consultative roles of our faculties should be stressed and expanded.
5. The contribution that symbolic interaction experience can make to the individual's choice and practice of self-fulfilling and socially promotive life's work should be publicized.

We must contribute to a definition of the concept of career education. Are we talking about the individual in the "world of work" or about the individual as a family member, citizen and consumer of leisure time?

We must explicitly demonstrate to college administrators and employers the relationship between problems of community development and careers and the need for effective communication.

It is obvious that communication competencies are inherent in all careers emphasized at the college level. The field of speech communication should spell out these competencies and promote the relationship between communication and career education through concrete programs of action.

Career Oriented Instructional Objectives for Teaching Communication at the College Level.

On this task, the work groups produced objectives at varying orders of abstraction which cut across the cognitive, affective, and psychomotor domains. Participants felt that major areas in which objectives need to be developed to help the college student communicate with himself and others about the "world of work" are: intra-personal communication (including self-awareness and perceptions of reality), nonverbal communication, listening, interviewing, problem-solving, small group communication, language skills and persuasion.

The general objectives that would help the student attain career goals are generally found in any good college course in communication theory and processes. However, these would need to be emphasized in the content of career choice and on-the-job communication.

In terms of general communication objectives, college students will:

1. develop and effectively utilize adaptive modes of communication.
2. develop empathic and sensitive responsiveness to verbal and nonverbal communication.
3. effectively select and utilize available communication channels.
4. evidence commitment to mutually supportive interpersonal and intergroup speech communication.
5. demonstrate a continuing interest in the study of processes and systems of communication education.
6. develop understandings of role relationships, especially in the various sequential communication channels, formal or informal, horizontal or vertical, of hierarchial power structures.
7. develop increased tolerance levels for ambiguity, uncertainty, risk and deferences.
8. develop an awareness of the self-actualizing function of communication in intra-personal and group communication settings.
9. develop negotiation and mediation competencies as tools of conflict resolution.
10. enhance presentational and advocacy skills.
11. relate effectively to a wide variety of people, particularly to the cultural differences reflected in speech communication.

The following problem-solving objectives were recommended. The student will:

1. distinguish various types of problems.
2. utilize various strategies for solving problems.
3. demonstrate the ability to set up criteria for evaluation of solutions.
4. demonstrate critical thinking abilities especially as applied to problem-solving and decision making.

Teaching activities associated with the foregoing activities were:

1. have students collect data on problems of communication faced in the work context.

2. write observations and reports of problems faced by workers.
3. set up criteria for evaluating job potentials.

In terms of objectives for interviewing, before an interview, college students should be able to:

1. respond effectively to a personnel query either by letter or phone to establish appropriate criteria, credentials, and interview information.
2. prepare an effective resume geared to the needs of the employer.
3. conduct a reasonable amount of research on the corporation, agency or institution to a) determine goals and answers to questions provided through company literature, b) prepare for contingencies that might develop in the interviewing process and to understand the basic interviewer-interviewee role situation.
4. establish the mode of appearance and decorum expected by the interviewer.
5. be prepared to state and defend salary goals and employment objectives and to arrive at compromise solutions.

During an interview, the college students will:

1. establish effective personal rapport with the interviewer demonstrating courtesy, enthusiasm and appropriate eye contact.
2. demonstrate vocal techniques which establish himself as an effective communicator.
3. demonstrate the ability to respond appropriately to various types of questions such as open-ended, probing, clarifying and analytical.
4. listen effectively, analyzing desired communication responses.
5. cope effectively with tension present in the interview situation.

A separate list of objectives would have to be worked out for students preparing for jobs that would require them to do the interviewing.

Objectives for nonverbal communication were recommended:

1. Given a specific communication situation related to a career, the student will report the nonverbal components of the situation.
2. Given a specific communication situation related to a career, the student will interpret the effect of the nonverbal components on the communication transaction.

Various strategies may be used for achieving these objectives. Examples such as the following may stimulate the creativity of teachers:

1. examination and discussion of case studies taken from career settings.
2. field trips to observe off-campus communication situations, e.g. town council meetings, courtrooms, theater performances, social service agencies.
3. simulations within the classroom, e.g. interviews, confrontations, sales, speeches, manuscript readings.

4. observation of on-campus communication situations.

Developing objectives relating to listening, it was recommended that upon completion of this training, the student should be able to:

1. demonstrate the ability to deal with receptive deficiencies which he may possess through audiometric analysis.
2. demonstrate an increasing degree of perceptual acuity through various perceptual exercises.
3. develop his powers of concentration through various aids such as note-taking, idea conceptualization, internal summarization, etc.
4. develop abilities in listening discrimination through sound isolation, information sifting, application of standards, etc.
5. provide appropriate responses as consequences of the listening activity as evidenced by feedback, retention, etc.
6. accept and exhibit a sense of responsibility in his role as a communication receiver.
7. differentiate among the different kinds of listening which communication situations require, such as appreciative, discriminative, comprehensive, evaluative, or therapeutic.
8. articulate the process of listening through the development of personal listening models.

Five objectives related to communication in small groups were developed. The college student should:

1. be able to recognize different dynamics operative when people function in groups as distinct from the one-to-one or one-to-many situation in terms of the principles and factors that essentially distinguish a small group process from other communicative processes with particular emphasis on the nonadditive and synergy factors.
2. be able to distinguish between and establish an effective functioning group as compared to a non-effectively functioning group through: role definition and fulfillment and by establishing an appropriate group atmosphere including such elements as trust level, level of formality, empathy, etc.
3. be able to recognize situations in which a group process would be more adaquate than an intra-personal or one-to-many process.
4. be able to recognize and deal with the pitfalls peculiar to small group processes which can lead to malfunctioning or death of the group.
5. be able to recognize and accept when a group has fulfilled its function so that the group can be dissolved or new reasons for existence can be found.

The objectives related to persuasive processes require that a college student:

1. understand the process by which people influence each other through language and paralanguage.
2. acquire skills to receive and interpret the attitudinal components of clients, customers and patients.

3. acquire the ability to adapt to the attitudinal set of the receiver in order to accomplish his purpose.
4. understand the nature of conflict behavior.
5. detect and evaluate persuasive strategies used against him.
6. recognize that all communication is ultimately persuasive.

Finally, the objectives related to language skills require that a college student:

1. adapt language to the situation in which he will operate.
2. acquire sufficient vocabulary to communicate ideas in ways that meet his career needs.
3. acquire sufficient knowledge of various dialect patterns to understand and respond appropriately to people different from himself with respect to ethnic background.
4. realize the impact of language on emotional and attitudinal responses in communication.
5. acquire control of language in stressful situations. Related teaching strategies: role playing, observations of language usage in various career situations, use of dialect recordings, field trips into various ethnic communities, etc.

Possible SCA Contribution to the Speech Teacher Concerned With Career Education at the College Level.

One major task of the implementation groups was to recommend to the Speech Communication Association measures that would enhance its contribution to developing career education programs. Each of the following statements is addressed to that objective.

1. The SCA needs to clarify the meaning of career education by formulating a working definition to permit explorations of the relationships between career preparation and communication.
2. The SCA can broaden its role as a public relations medium for the type of graduate we are producing.
3. The SCA can serve as a liaison agent with personnel officers and recruiters in government, business and industry to provide continuing dialogue on careers based on speech communication.
4. The SCA can sponsor research to assess attainment of career education objectives in our field.
5. The SCA can serve as a career education clearinghouse for our membership.
6. The SCA can encourage cross-disciplinary curricular development.
7. The SCA should direct a telegram or other communication to President Nixon urging financial support for public broadcasting to be consistent with the administration's support for development of career education programs.
8. The SCA should gather information regarding career opportunities related to the field of speech communication and disseminate this information through appropriate channels.
9. The SCA should analyze the communication competencies common to business and the professions and those that are unique to each of

them. This should be done by the selection of a sample of industries and professions to be studied by a group of trained communication researchers.

10. The SCA should establish a liaison in the foregoing project with the National Institute for the Deaf, Rochester, New York, which has already started a project of its own.
11. The SCA should publish a new career brochure expanding information about careers available to speech trained people.
12. The SCA should hold a summer conference devoted entirely to careers in speech.
13. The SCA should add to its placement listings positions in areas other than teaching.
14. The SCA should more aggressively conduct a public relations campaign to inform various career personnel and the public about the speech communication field and the competencies of people trained in this field.
15. The recommendations from this conference should be acted upon as quickly as possible.

Conclusion

After the groups had reported the results of their tasks, a discussion was held to share remaining anxieties concerning the concept of career education and to evaluate the effectiveness of the conference. One of the concerns voiced was: To what extent is the direction toward career education going to result in a dichotomy between theory and application? Another concern was for the boundaries of the concept. Do we mean by career education the "world of work" or the focus on the person's whole life style as a citizen and self actualizing person? It was thought in evaluation that it was a good idea for the SCA through its Educational Policies Board to continue to be sensitive to such social and educational issues as career education. Suggestions for future conferences centered on the need for SCA to get out the summer conference theme earlier in the year and to urge participants to do more background reading before attending. One suggestion was that it might be better to have one large room with working sessions going on for a couple of days with people from business and the professions acting as resource persons to help implement new ideas. On the whole participants felt that they had learned much, and the general feeling was expressed that speech communication courses might be better taught in relation to student career needs as a result of the conference.

CAREER EDUCATION: IMPLICATIONS FOR BASIC AND APPLIED RESEARCH IN SPEECH COMMUNICATION

Fred E. Jandt
State University of New York, Brockport

Gary M. Richetto
General Motors Institute

At the SCA Summer Conference VIII: "Job Talk": Career Education and Speech Communication, implementation sessions for applied research and for basic research were conducted to review previously reported research and research methodologies relevant to career education in order to make a determination of research priorities in the area of speech communication and career education. Because of overlapping interests of the participants in applied and basic research, the chairman for the Applied Research Implementation Session Fred E. Jandt, and the chairman for the Basic Research Implementation Session, Gary M. Richetto decided to form one group which met for some six hours.

Rather than enforcing a set organizational structure onto the combined group, the chairmen encouraged a free-response, brain storming session which resulted in a series of research propositions. These propositions are presented here (with no attempt to establish priorities), accompanied by explanations where necessary.

It would be desirable for the SCA to develop an undergraduate speech communication student profile in order to be able to more accurately describe who our graduates are, and the competencies which they possess. Such a profile could be developed by any or all of several means from college student, faculty, or administration questionnaires to an evaluation of representative course objectives. A parallel study, using such a procedure as the DELPHI technique, could be used to determine (1) what the profession at present feels should describe the speech communication major graduate and (2) what trends the profession is likely to experience in the near future, necessitating changes in curricula.

It would be desirable for the SCA to investigate whether or not similar student profiles are now in existence for other undergraduate majors in related disciplines. This would enable our field to compare/contrast the competencies of speech communication undergraduate majors with those from other disciplines.

It would be desirable for the SCA to submit this profile of the speech communication graduate (perhaps along with profiles of other undergraduate programs) to a group of personnel specialists in various organizations to determine specifically where such people might best be placed in their

respective organizations.

Many people with speech communication undergraduate training are presently working in various communication-related jobs in different kinds of organizations. It would, therefore, be desirable for the SCA to seek out and disseminate the employment experiences of these individuals to current undergraduate speech communication majors. As a beginning, the combined research implementation group invited Dr. Dennis Dunne, Director of Communications, Office of the Assessor of Cook County, to share his experiences. These are included at the conclusion of this report.

As the participants felt that speech communication skills particularly lend themselves to consulting jobs in organizations, several related propositions were developed:

1. It would be desirable for the SCA to develop definite guidelines for communication consulting.
2. It would be desirable for the SCA to develop specific behavioral objectives to describe exactly what a communication consultant can be reasonably expected to do. (This does not overlap with, but is related to, the International Communication Association's Division IV "code of ethics for communication consultants" being developed by Dr. Jerry E. Mandel and others.)
3. It was strongly emphasized that before speech communication scholars attempt to consult in organizations, it is necessary for us to seriously examine how well we conduct our professional societies, and how well we conduct our own departments within the university structure. Any feelings of "inferiority" arising out of our academic label of "speech" may well disappear if speech departments were perceived as valuable communication consultants to their universities and were respected for their professional societies.

As the participants felt that speech communication skills also lend themselves well to research jobs in organizations, several related, general propositions were developed:

1. It was felt that the newly-instituted Speech Communication Information Retrieval System (SCAIRS) could potentially aid the development of speech communication and career education research.
2. While speech communication scholars may not presently be the most active in writing grant proposals, the research office of the SCA can be congratulated for its supporting services. It was further suggested that grant and research writing might be a desirable topic for at least a portion of a future summer conference.
3. It was suggested that speech communication scholars more actively explore simulation techniques as a research environment seemingly suitable for the study of human communicative behavior. Since behavior can be more easily manipulated and replicated in simulations, simulation techniques hold much promise for the study of human communication in organizations in which behavior cannot be so easily controlled or replicated. (It has further been suggested that a simulation of the current job market could be developed, thereby better enabling students to prepare themselves for securing a position.)

4. It was suggested that speech communication scholars seek out more joint research projects with departments of business as well as with departments of psychology and education. (A comparison of student profiles like those described in items I and II might be one such joint research effort.)

As the participants felt that speech communication skills lend themselves to research jobs in organizations, several related, specific research propositions were developed:

1. It was suggested that speech communication researchers more vigorously examine "listening skills" expanding the traditional definition of that term and employing perspectives and new research designs.
2. It was suggested that speech communication researchers develop assessement instruments to evaluate the affective domain of learning.
3. It was suggested that researchers use more means of physiological assessment.
4. It was suggested that personality or self-concept be a variable in organizational diagnosis.
5. It was suggested that the effects of the "new youth" in organizations be investigated, focusing primarily on the new communication demands and strategies, for reaching this new workforce.

CAREER OPPORTUNITIES FOR THE COMMUNICATION SPECIALIST: A VIEW FROM THE "REAL WORLD"

Dennis Dunne
Director of Communications, Office of the Assessor
Cook County, Illinois

I am a "communication consultant." I function as the Director of Communications and Development in an organization of some 500 persons. Our complex organization has the responsibility of placing an assessed valuation for tax purposes on some 1.3 million parcels of property in a large metropolitan community. Our annual expenditures amount to 5.5 million dollars.

I am almost a unique entity in the field of speech communication. Even more frustrating is the fact that I am almost a unique entity in the so-called "real world" of business or government service.

Since so many of us in the academic world and the few of us serving in the "real world" understand how to function and relate to each other I would present to you some propositions to be considered in drawing any conclusions concerning career opportunities in speech communication in the "real world."

Business, Industry and Government Service is First and Foremost Interested in Spending X Number of Dollars to Receive Product Y.

When an organization, complex or simple, considers hiring the services of an employee on a full time or consulting basis that organization has X amount of dollars and they expect to receive Y product or services. Impersonal as this may seem, I am convinced that most executives or middle managers in business of government are first concerned with producing their product in the best way they know.

If the person trained in speech communication can demonstrate persuasively how he or she can assist management in producing the product either more efficiently or producing a better product, then he or she has a career opportunity.

Organizations do NOT need people who can either give or analyze speeches. Organizations DO need persons who can manage people and perform a job.

Organizations do NOT need people who can act, direct or interpret literature. But they DO need people who can make decisions and accept the consequences of those decisions.

In essence, organizations do NOT need the sometimes pedantic pap that we teach our speech communication students. Organizations DO need well-rounded, mature people who can relate to others in their work, but most of all, who can perform to the specifications in their jobs.

Speech Communication Trained Individuals Who Seek Career Opportunities Must be Prepared to "Sell" Themselves on Specific Employment Skills Which are Being Sought by Employees.

The accounting major can audit a balance sheet. The engineering major can analyze blueprints. Even the English major can sometimes write clearly and effectively. They can "sell" themselves on these specific and needed skills to potential employers. But what can the speech communication student say about himself?

A properly trained speech communication student should be performing tasks A, B, and C. If our students cannot do this, particularly under the circumstances of a tight employment market, they will find many doors closed to them that should other wise be wide open. Only the enlightened employer will gamble on hiring a person who "sells" himself on the basis that he can analyze interpersonal relationships, or spot work stoppages due to people problems, or can institute new and helpful information processing functions in his organization. Yet these are the very skills which a properly trained speech communication person has. This is all we have to work with and this is what we must try to sell ourselves with.

To this point we have painted a rather grim picture of the career opportunities open to the speech communication students. Let us not become depressed or forlorn, however, until we consider the next proposition.

The Speech Communication Student, Properly Trained and Understanding the Functions of Business, Industry, and Government (as Specified in Propositions I and II above) has Relatively Free Access to Potentially Prosperous Career Opportunities.

From my experience there is a very great need for the specialist in communication in the "real world." Our problem is to convince executives and managers of the need for our services. We convince them best by our performance in assisting them to produce and better their product.

We in communication can accept the challenges in the fields of personnel, management training, information processing, organizational communication, public relations, policy advisement, and many other crucial areas of day-to-day operations of complex organizations.

True, most of us, particularly those with more generalized backgrounds (namely our B.A. and M.A. graduates), may need to submit to extensive in-service training programs in our individual organizations. This is necessary not only because the organization itself may demand it of us, but even more importantly because we need to adapt our generalized skills to the specific functions and products we are producing.

As an example, I myself function in my organization in a multitude of ways. At any given point in time I may be wearing one or more of the following hats in my organization:

1. I am a policy advisor on various internal and external functions of the organization.
2. I am a personnel officer, interviewing prospective candidates for employment, arbitrating employer-employee disputes, counseling ineffective employees at all levels of the organization, implementing policies concerning morale of the organization, etc.
3. I am a public relations consultant, often writing press releases, preparing the elected official for a press conference or holding one myself, meeting the often frustrating demands of members of the press, etc.
4. I am a management trainer, advising middle and high level managers on how they can best relate to their employees and perform their duties most effectively. Oftentimes they will seek my counsel as an interloper between them and the "boss" on a particularly sensitive problem in which they do not wish to confront or be confronted by their superiors.
5. Finally, and most importantly, I am a catalyst for the total communication and information processing both internally and externally.I find few members of an organization able to step away from their own individualized and subjective roles in the organization. This can be particularly true of the executive-in-charge. If he, of all people in the organization, is not able to take an overview or see the "big picture" then the organization may be doomed. So few members of the organization realize the interdependence of one part of the organization on another part. Managers, for example, faced with the problem of understaffing in their department, will often attempt to "steal" personnel from other departments. Other managers, faced with an employee who is not producing for him, will immediately request a transfer, thereby shunting his problem off on someone else. Other managers have bright new ideas which, if implemented without proper planning and execution, can do more harm to the total organization than the bright new idea does to help the organization create a better product.

The communication specialist should have the innate and unusual ability to spotlight such problems for the organization. More importantly he must be able to demonstrate why this is a problem and how to solve that problem. He must be able to observe, analyze and change behaviors of personnel, thereby defending the organization against decaying and often devastating effects of the sometimes absurd behavior of its members. The speech communication specialist, taking the systems approach to his performance, can be of the utmost assistance not only to the organization as a whole, but particularly to the key operations managers of the organization. In that lies our career opportunity in this so-called "real world" or work.

Part IV: IMPLICATIONS

CONFERENCE IMPLICATIONS*

Barbara S. Wood
University of Illinois, Chicago Circle

Kathleen M. Galvin
Northwestern University

Cornelius F. Bulter, in his keynote address, urged the SCA to fashion its own definition of career education, develop programs and research based on that definition, and suggested that with "organizational integrity and commitment," our program will be "off and running." Dr. Butler warned us not to wait for Washington's statement of such a definition, because it probably would not come. After talking to many of the SCA participants in the Summer Conference, it was our feeling that SCA had both the organizational integrity and commitment to career education to initiate research and development programs in that area.

The Forum Sessions with leaders in business, industry and government agencies proved to be excellent settings for honest exchanges with representatives of the world of careers. In many of these sessions, we found the tables turned -- i.e., businessmen were asking SCA representatives what they should be doing in their programs. In other instances, we found that the statement paper, distributed to us prior to the conference, was not as potent as the statement made in person by the author of the paper. For example, Mr. Hinshaw, the Recruiting Director for Sears, Roebuck and Company, prepared a four paragraph statement that could have introduced any beginning textbook in speech communication. The Sears Forum Session proved to be extremely stimulating for participants, however, because Mr, Hinshaw talked far beyond his paper. He allowed SCA participants to "experience" with him typical recruiting interviews as well as speech communication skills known by leaders in his company to be necessary for advancement.

Probably the most beneficial aspect of the Forum Sessions was the opportunity for speech communication people to talk on an interpersonal basis with representatives of business. That most of these representatives ranked speech communication competencies in their top three job competencies directed us to begin intense work in career education.

The Forum Sessions provided input for the Implementation Sessions.

*Kathleen Galvin and Barbara S. Wood served as Co-Directors of the SCA Summer Conference VIII.

It seems, however, that the key type of input provided by the Forum Sessions was based more on attitude than on content. While many of the speech communication competencies specified by the Forum spokesmen were topics of implementation discussions (especially listening competencies),the more dominant type of input was reflected by participants' attitudes -- e.g., "Well, Mr. "X" from Z Company stressed that we must be doing something about this in our speech programs."

A recurring theme in all implementation sessions concerned SCA taking an active role in publicizing certain characteristics of our professional members. Note the publicity (public) orientation in these implications drawn by the implementation groups:

1. One important function of the career education division (of SCA) might be an increased publicity campaign designed to inform the public of the function of speech education in high school curriculum and persuade the public of the importance of communication studies by all students. (High School Implementation Session Report)
2. The SCA should consider the possibility of developing a roster of individuals who might serve as in-service training leaders. . . The SCA should continue to work to develop viable means of teacher exchanges as well as working to develop opportunities for teacher internships in industrial/career settings. (Community Colleges Implementation Session Report)
3. The fact that we are providing preparation for any career via service and in-service courses should be publicized. We should stress that this preparation involves many competencies in addition to public address . . .The present emphasis on consultative roles of our faculties should be stressed and expanded. (Colleges and Universities Implemenation Report)

In keeping with the public-orientation suggested by the instructional sessions, the research implementation sessions proposed several objectives related to such publicity. For example, the research group suggested that SCA develop an undergraduate speech communication student profile to describe who our graduates are; this profile should be "submitted to a group of personnel specialists in various organizations to determine specifically where such people might best be placed in their respective organizations." (Research Implementation Report)

A dominant mood of the Summer Conference might be conveyed by the following statement: Speech Communication programs, if given a fair chance, have essential training to provide for all members of the career community; let's try to obtain that fair chance by letting others know why speech communication competencies are crucial to all phases of a person's life. SCA can assist our profession by beginning to plan public education programs and research programs with a public orientation.

THE DEATH OF HAL

Frank E. X. Dance
University of Denver

For many people in our society today, job talk has been very sad talk and the goal, it seems to me, of any economic redefinition, as well as of the formal educational establishment, must be to make job talk happy talk. Oscar Hammerstein II in "South Pacific" said about happy talk, "Happy talk keep talking happy talk. Talk about things you like to do. If you don't have a dream then you should have a dream, or how ya' going to make a dream come true?" What I would like to discuss is the dream I think we can have, and some of the things we have to do if we wish to make that dream come true.

People dream about a lot of different things. They have differing ambitions. They want different jobs. And jobs are ways of maximizing one's individual talents in socially useful pursuits, pursuits which society values enough so as to reward the worker with some kind of where-with-all which allows the worker to live with dignity, to live with some comfort, and to live with an opportunity to continually develop his potentialities.

Any absolute distinction between mental work and physical work, between jobs of the hands and jobs of the mind, is a false and invidious distinction. To suggest that there must be or needs be any conflict between the life of the mind and the life of the hands is to give continuing support to but another form of the Cartesian dualism which split body from mind, and soul from heart. The mind directs the body and the skills of the body depend upon the coordination and support of the mind. It is this reality which has been recognized traditionally by axioms such as "We search for a sound mind and a sound body" as well as St. Benedict's motto, "Ora et Labore," "Prayer and work."

Our quest as teachers and scholars is to discern how best our chosen discipline specifically can contribute to the preparation of the mind of man, for the work of man. In the seventeenth century, Rene Descartes split the mind from the body, and stated that "cogito ergo sum," "I think, therefore I am." It is my belief that an understanding of what speech communication is, in its essence all about, will allow us to suture the incision that separated mind from body, and to reintegrate man into a unity of being. It is my belief that speech communication itself is the primal integrater of man, that it is speech communication which is the bodily manifestation of mind. A very fine philosopher, Eugen Rosenstock-Huessy, in a relatively recent book entitled, Speech and Reality, says, "Forward, backward, inward, outward, lie the dynamic frontiers of life, capable of intensification, enlargement, expansion and exposed to shrinking and decay as well. And we speak lest we

*Luncheon address delivered to the SCA Summer Conference VIII, July 8, 1972.

break down under the strain of this quadrilateral. We speak in an attempt to ease the strain. To speak means to unify, to simplify, to integrate life[1]." Paul Goodman says that speech communication is the peculiar way of man's being in the world[2]. Lee Thayer has often talked about communication in its informing aspect, the way it forms the being of man. Paul Campbell in his recent book on rhetoric says that language was constitutive, before it was communicative. "We must," he said, "constitute ourselves in and with our language before we can use that language to communicate[3]. What I am suggesting, then, is a rejection of Descartes. I am saying that we no longer have to believe "Cogito ergo sum," "I think therefore I am," but that the new method leads us to "Loquor ergo sum," "I speak therefore I am."

In the eighteenth century Johann Friedrich Herbart championed the doctrine of formal disciplines, disciplines, he suggested, in the academic curriculum that had the power of themselves to form the intellect in such a way that the mind could then better grasp and understand other subject matter areas. For most professional educators, the idea of formal disciplines was dismissed long ago with the concept of faculty psychology. However, and I am dead serious, I would suggest to you that this is exactly what speech communication is; it is a formal discipline. It is through speech communication that the human mind is formed and equipped to deal with all other subject matter areas. I would suggest that the functions of speech communication are the matrix of all basic speech communication competencies for whatever job or work we turn our hands to. That these functions, the linking of the individual with his environment, the development of higher mental processes, and the regulation of human behavior are found in the goals of almost every person who spoke to us in terms of jobs at this Summer Conference. For instance, in a recent article published by Galvin and Muchmore in the Central States Speech Journal they quote Weigman who says, and although this was written by a career education proponent I think you can feel the functions of speech communication streaming through the quote, "Most vocational educators see their task as being broader than supplying salable skills: they want their students to be well prepared for the society in which they live as well as for the factory in which they work." "Flexibility; adaptability; critical thinking; developing a system of values; recognizing the need for continuing education; and seeing the need to become participating members of society - these are what students need as they enter the employment world[4]."

In the position papers prepared for this conference, I found a constant return to the total man, not an unremitting attention to specific job skills. Roger Baumeister on the Ministry calls for "communicare," Biron's paper wants a"search for meaningful dialogue;" Marsh calls for a "manner which is friendly yet business-like and conveys an impression of individual attention;" Pfeiffer and McCarthy, want "enthusiasm, animation, confidence, sensitivity, empathy, and control;" McCann, an "understanding of human behavior;" Pollack, "the communication effort we seek requires the patent kind of receptive and concerned awareness, an in-depth desire to communicate and the combined sense

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[1](Norwich, Vermont: Argo Books, 1970), 18.

[2]Speaking and Language (New York: Random House, 1971), Passim.

[3]Rhetoric and Ritual (Belmont, California: Dickenson, 1972), 203.

[4]Kathleen Galvin and John Muchmore,"Career Education: A Challenge," Central States Speech Journal, XXIII (Spring, 1972), 62.

of timing and skill necessary to reach the person seeking help." None of them ask for voice and articulation, for skill in information speaking, for aggressive persuasive capabilities, for good gesticulation.

We must concentrate on the essentials and on the basics of our discipline. If we dare turn our attention and concentration on specifics, then we do so at the risk of an artificiality which will be simultaneously transparent and damned. Business will take care of the specific needs of the job which they are offering. That is why they have on-the-job training. Business wants the liberally educated mind. Business wants the prepared citizen. Business will train them to the specific needs of the job, a thing we can not do very well nor should we be doing.

The brain without the body is dead. The body without the brain is useless. Speech communication is the integrative instrument which brings together the body and the mind. In work in physiological psychology, we read of artificial stimulation of the cortex. You open the cortex and you probe it. In your probing you can get the human organism to moan. You can get the human organism to make any number of reflex sounds, but there is no place you can touch the bare cortex which will cause man to utter a word. In an analogy with a 747; it would surprise very few of us if we walked into the cockpit of a 747 and flipped a switch and a flap moved. It would surprise all of us if we could walk into a 747 and flip a switch, one single switch, which would be able to land that huge aircraft in dense traffic on a stormy night at O'Hare. It can't be done. It takes the minds of the crew to organize the efforts of the machine.

It takes the mind of man to synchronize the brain so as to produce a word. A computer may well be a career servant par excellence, programmed for all the specific skills any given job or task demands. The computer is a job machine. In 2001, A Space Odyssey[5], the book by Clarke based on the film by Kubrick and Clarke, the space ship Discovery has a human crew but that which really supports the efforts of the Discovery is its travel toward Jupiter and Saturn is a huge computer named Hal. Hal stands for a heuristically programmed algorithmic computer, in short, HAL. In this novel, towards the end as Discovery is on its way toward Saturn HAL rebels. HAL is in rebellion to such a degree that is has killed one of the crew members and now threatens the life of the Captain of the Discovery and thus any human participation in possible mission success. As a result of HAL's rebellion, the officer in charge, David Bowman, has decided to render the computer cognitively impotent. Let me quote from the book:

> HAL is the nervous system of the ship. Without his supervision Discovery would be a mechanical corpse. The only answer was to cut out the higher centers of the sick but brilliant mind and leave the purely mechanical regulating system in operation.

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[5]Arthur C. Clarke, 2001: A Space Odyssey (New York: Signet, 1968), 155-157.

"Here goes, " thought Bowman, "I never imagined that I would be an amateur brain surgeon carrying out a labotomy beyond the orbit of Jupiter.

He released the locking bar on the section labeled cognitive feedback and pulled out the first memory block. The marvelously complex three-dimensional network which could lie comfortably in a man's hand yet contained millions of elements floated away across the vault.

"Hey Dave," said HAL. "What are you doing?"

"I wonder if he can feel pain," Bowman thought briefly. "Probably not. There are no sense organs in the human cortex, after all. The human brain can be operated on without anaesthetics."

He began to pull out, one by one, the little units on the panel marked ego reinforcement. Each block continued to sail forward as soon as it had left his hand until it hit the wall and rebounded. Soon there were several of the units drifting slowly back and forth in the vault.

"Look here Dave," said HAL. "I have got years of service built into me, an irreplacable amount of effort has gone into making me what I am."

A dozen units had been pulled out yet thanks to the multiple redundancy of its design, another feature Bowman knew that had been copied from the human brain, the computer was still holding its own. He started on the autointellection panel.

"Dave," said HAL. "I - don't - understand - why - you - are doing - this - to - me. I - have - the - greatest - enthusiasm for - the - mission. You - are - destroying - my - mind. Don't you - understand? I will - become - childish. I - will - become nothing."

"This is harder than I expected," thought Bowman. "I am destroying the only conscious creature in my universe, but it has to be done if I am ever to regain control of my ship."

"I-am-a-HAL-9,000-computer-production-#3. I-became-operational-at-the-HAL-plant-in-Urbana-Illinois-on-January-12-1997. The-quick-brown-fox-jumped-over-the-lazy-dog. The-rain-in-Spain-is-mainly-in-the-plain. I-seem-to-be-having-some-difficulty. My-first-instructor-was-Dr.-Chandra. He-taught-me-how-to-sing-a-song. Daisy,-Daisy-give-me-your-answer-do. I'm-half-crazy- - - - all--for---the----------love---------- of----------you

The voice stopped so suddenly that Bowman froze for a moment, his hands still grasping one of the memory blocks in circuit. Then, unexpectedly, HAL spoke again.

(very slowly).

"Good-morning - Dr.-Chandra, - this - is - HAL. I - am - ready for - my - first - lesson - today."

Bowman could bear no more. He jerked out the last unit, and HAL was silent forever.

The death of HAL is a possible pre-figuration of the death of the mind. The speech communication discipline is essentially concerned with the life and fulfillment of the mind of man, and with the concern that the tasks and possible death of HAL not be confused with the works and the life of man.